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ABSTRACT

This handbook is designed to assist school administrators in the development of viable parental involvement programs at the local school level. The document's main premise is that, because of their mutual concern for children, it is critically important that parents and educators work together and that, through the combined efforts of home and school, children can develop in all areas under optimal conditions. Hence, the purpose of this publication is to assist local education agencies and their schools in the development of plans for parent-teacher partnerships; the handbook may also be used to help strengthen existing programs while helping other systems initiate programs. Five categories of parent involvement activities are presented in detail: home school communication; parental participation; parenting classes; ways to involve parents in schools; and mutual cooperation between schools and parents. The presentation of these topics includes practical hints, worksheets, planning documents, and assessment instruments. A 70-item resource/reference list and a list of strategies and practices conducive to parental involvement are included. (ABL)

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

A HANDBOOK FOR PARENT INVOLVEMENT

BULLETIN 1837
1988

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DEPARTMENT OF EDUCATION

A HANDBOOK FOR
PARENT INVOLVMENT

BULLETIN 1837
1988

WILMER S. CODY
STATE SUPERINTENDENT

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FOREWORD

The *Handbook for Parent Involvement* is designed to assist school administrators in the development of a viable parental involvement program at the local school level. I am convinced that the success of Louisiana's educational system can be enhanced by promoting an effective relationship between the home and school. As professional educators, school administrators must provide the leadership in facilitating the partnership between the teaching staff and parents which is essential to the success of a parental involvement program.

Wilmer Cody

Wilmer S. Cody
Superintendent of Education

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We express our gratitude to all of those listed above and to the many others who assisted in this endeavor.

William A. Davis

William A. Davis, Ed.D., Director
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PREFACE

Because of their mutual concern for children, it is critically important that parents and educators work together. Through the combined efforts of home and school, children can grow and develop in all areas under optimal conditions. Parents are responsible for developing a home atmosphere and fostering an attitude toward education which will enhance the development of their children. Administrators and teachers share in this responsibility by providing guidance and information to parents and welcoming parental participation in the education of their children.

Administrators should coordinate programs which encourage parental involvement such as parent-teacher organizations, parent volunteer programs, home visits, "open house" activities, parent conferences, and school-community projects. They should make parents feel welcome at school. They should also boost faculty morale by recognizing the extra efforts of the faculty and emphasizing the benefits of getting the parents involved in the educational process. Although administrators are key elements in parental involvement programs, individual teachers are the most critical components. Teachers must work with parents as well as with children. Teachers must be responsible for conducting conferences, sending written communications, making and accepting telephone calls, and participating in workshops and meetings. Support personnel such as nurses, specialists, secretaries, aides, and psychologists must also recognize their roles in involving parents. They should strive to create an environment where parents feel comfortable in the school and where an atmosphere of mutual respect exists.

LOUISIANA'S PHILOSOPHY FOR PUBLIC INVOLVEMENT AND PARTICIPATION IN EDUCATION

Parents are essential participants in the education of their children. The results of many years of educational research and experience have proven there is a strong relationship between methods of parenting and the educational achievement of children. Therefore, the State Department of Education encourages the Local Education Agencies (LEA's) to support parent/community involvement as a partnership uniting schools, parents, and all other community members who share particular abilities, knowledge, and resources for the benefit of all students. It is recommended that each LEA:

- Broaden and strengthen the involvement of parents in the education of their children.
- Increase the participation of business, industry, and labor in schools.
- Broaden and strengthen community involvement in schools.

I. To broaden and strengthen the involvement of parents in the education of their children, the LEA is encouraged to support:

   A. Home/School Communication
   B. Parental participation in developing educational programs for children
   C. Parenting classes and programs
   D. Development of innovative and creative ways to involve parents in schools
   E. Creating an atmosphere of mutual cooperation between school/parents

II. To increase participation of business, industry, and labor in schools, the LEA's are encouraged to:

   A. Obtain advice and suggestions from the business, industry, and labor communities.
   B. Ask such organizations to support their members' involvement in efforts to strengthen schools.
   C. Establish mutually beneficial partnerships with such organizations.

III. To broaden and strengthen community involvement in schools, the LEA is encouraged to support the:

   A. Implementation of an effective public information program to inform citizens about schools and the achievement of students.
   B. Development of channels for increasing community input into schools.
   C. Development of community/school partnerships which are of mutual benefit.
   D. Creation of an atmosphere of mutual cooperation between schools and communities.

INTRODUCTION

The Louisiana Department of Education directs the Parents and Educators In Partnership (PEP) Project through the Bureau of Elementary Education. The efforts of this project are supported with funds from the Educational Consolidated Improvement Act (ECIA). The focus of this project is to show that parents and educators working together can do much to prevent and/or remedy the educational and developmental problems of students. The project is designed to involve parents and school staff in improved communication and systematic interaction which will ultimately have a significant, long term impact on students' achievement.

The PEP Project is based on certain assumptions about parental support and school achievement:

- Parents want their children to do well in school.
- Parent-school cooperation supports student achievement.
- Greater awareness of the relationship between home support and achievement will benefit parents, students and teachers.
- There are activities all parents can use to help their children.

Louisiana's Philosophy for Public Involvement in Education which appears on the preceeding page has three major goals. The design for the Handbook for Parent Involvement supports Goal I of this philosophy which recommends that Local Education Agencies (LEAs) "Broaden and strengthen the involvement of parents in the education of their children." Further, through Goal I, LEAs/schools are encouraged to support:

A. Home/School Communication.
B. Parental participation in developing educational programs for children.
C. Parenting classes and programs.
D. Development of innovative and creative ways to involve parents in schools.
E. Creating an atmosphere of mutual cooperation between school/parents.

Each section of this document matches one of the outline entries under Goal I of Louisiana's Philosophy.

By the 1989 school year, the Louisiana State Board of Elementary and Secondary Education (SBESE) will require every school in the state to have a written plan for parental involvement. The purpose of this publication is to assist LEAs and their schools in the development of these plans for parent-teacher partnerships. We realize, too, that some schools and systems already have successful programs. This handbook may be used to help strengthen existing programs while helping other systems initiate programs.

Because of the different character of each school and community, there is no one plan which can be offered as the definitive model for collaborating with parents. Rather, in each section of this guide, we offer various practices and strategies, along with resources, examples, and/or materials suitable for handouts. Some examples are familiar, maybe ordinary, while others may appear extraordinary or unconventional. Some apply to kindergarten and elementary grades, others to all grades, some only to secondary. The information contained in this document does not imply endorsement; it is the responsibility of those using the materials contained herein to verify their use in specific situations.

SECTION I-A:

HOME/SCHOOL
COMMUNICATION

I-A. Home School/Communication: Effective communication is the foundation for all other parent involvement activities. Strategies for communicating with parents may be accomplished by personal contact through visits at home or school, telephone calls, and written messages.

1. Specific Efforts for Personal Contact:

   a) Parent/Teacher Conferences

   The effort to achieve more meaningful communication about student progress evolved because the formal procedures of a report card or checklist could do little more than label categories in which a student was placed. No longer is this satisfying to teacher or parent. Students who occupy the same category of an "A" can be very different. Such differences can be conveyed only by skillful reporting in teacher-parent communications.

   In addition to academic information, parents need to know how their child makes and keeps friends, relates to adults, fares under stress, bounces back from adversity, approaches new tasks, and presents him/herself to the world. This kind of information is best conveyed when parents and teachers talk together. Conferences may be requested by teachers because they need information to gain a better understanding of the student in order to design a more effective learning environment.

   Additionally, the parent conference provides a way to extend parenting skills. Teachers can assist parents in learning how to help the child acquire a new behavior, additional knowledge, increased skills or to practice new learning outside the school.

   Many parents seek information which only the teacher possesses. To many parents, the teacher is the most knowledgeable professional available with whom to talk about the daily functioning of their child. Parents also turn to teachers as knowledgeable professionals for help with problems of child raising and with requests ranging from appropriate reading materials for the child to how to get him to do his homework or go to bed on time. Teachers and parents talking together about concerns vital to both, the growth and development of the child, has become a common activity.

   Some conferences are relatively simple to conduct; however, many conferences take place under emotionally stressful conditions and can have far-reaching consequences for student success, parents' feelings about schools, public support of education, and teachers' professional satisfaction. The skill to formulate and convey a clear and cogent message to the parent is critical. Equally critical are the skills to help the parent understand information about his child, to elicit from the parent information about the child which would be useful to the teacher, or to assist the parent in helping solve an educational problem the student may encounter. Parents can be helped with parenting skills which result in improved student functioning.

Successful and satisfying communication in parent conferences builds a foundation of trust. Knowing that their children are progressing or, if they are not, that something constructive is being done to improve the situation, generates parents' faith in the integrity of school personnel. As a result, parents are more willing to listen, seriously consider, respect, and support the professional's point of view.

Resources

Lawrence, Gerda, and Madeline Hunter. Parent-Teacher Conferencing. El Segundo, California: TIP Publications, 1978.

PARENT-TEACHER CONFERENCES: SOME HELPFUL HINTS FOR TEACHERS

1. Prepare yourself before the conference.
   Outline the key points you want to discuss with each parent. Gather your materials. Organize your room so that a comfortable, quiet place is available for the conference.

2. Be flexible.
   Meet in a comfortable place at a mutually convenient time. Encourage them to begin the discussion.

3. Be positive.
   Welcome the parents. Thank them for coming to the conference. Talk about the child's strengths. Show you are interested in the child.

4. Begin where the parents are.
   Help them feel relaxed and comfortable. Encourage them to talk. Find out what they like about their child, and what their concerns are.

5. Ask leading questions.
   Facilitate conversation by asking questions that require more than a "yes" or "no" answer. Some leading questions might be: "What does he do when...?" "What does she say about...?" "How do you feel about...?" "What do you do when?", etc.

6. Listen.
   Do not interrupt to say what you would have done. Be attentive and nod to show that you are listening and are interested.

7. Be a good observer.
   Notice both what the parent says and does not say. Be aware of bodily tension, hesitation, excitability, etc.

8. Make comments thoughtfully.
   Use your comments to reassure, to encourage, or carefully to direct parents to relevant matters. Make certain you avoid educational jargon.

9. Answer personal questions.
Be frank, brief, and truthful. Then try to direct the conversation back to the parent.

10. Be positive.
Talk about the good things you see in the child. Show that you are interested and want to help. Talk about progress.

11. End the conference with a summary.
Repeat the key ideas discussed. Try to highlight both one strength and one area of needed growth.

12. Realize that good relationships take time.
Working with parents is a process. It takes time to develop rapport and trust. Don't try to do everything in one meeting.

13. Evaluate the conference.
After the conference, try to write some notes to yourself about things to do for this student. Think of other communications you will need to have with the parents. What will you do differently next time you meet with the parents? Remember good relationships take time.

RESOURCE MATERIALS: PARENT-TEACHER CONFERENCES

* GUIDE FOR PARENT-TEACHER CONFERENCES

* CONFERENCE CHECKLIST

* PARENT TIPS FOR SCHOOL CONFERENCES

* QUESTIONS PARENTS MAY ASK

* POSITIVE AND NEGATIVE EXPRESSIONS

* HINTS FOR BETTER LISTENING

GUIDE FOR PARENT-TEACHER CONFERENCES

I. PREPARATION

- A. Keep records of various types throughout the year to substantiate your conclusions concerning pupils' growth including standardized tests, grades, anecdotal records, checklists, and papers.

- B. Prepare summary statements in advance on an evaluation sheet based on above records and your observations and judgments.

- C. Assemble samples of children's school work to show parents.

II. PHYSICAL ARRANGEMENT

- A. Plan informal setting with comfortable seating.

- B. Insure privacy and absence of interruptions.

- C. Sit near the parents, not behind a desk, in order to give the feeling of partnership.

III. CONFERENCE ATMOSPHERE

- A. Make parents feel welcome and that their contributions are essential.

- B. Start and finish conference on a positive note. Discuss the child's strengths along with his areas of need.

- C. Let parents know that you think their child is important.

- D. Make parents feel that the conference is more than a friendly chat, that it is a period of professional consultation focusing on clearly stated purposes.

- E. Use passive/active listening skills as appropriate.

- F. Avoid educational jargon and negative expressions. (See page 14).

- G. Keep other children out of the discussion in order to concentrate on the individual child.

- H. Be tactful and truthful. Put yourself in the place of the child and the parents and attempt to determine what effect your remarks have on them.

- I. Encourage parents to talk, ask questions, and propose solutions for consideration.

- J. Suggest alternative approaches for joint consideration in dealing with a child's problem. This makes the parents participators in developing tentative plans and may lead to a discussion that will help them adopt a plan of his own.

K. Avoid arguing with parents for this will create resentment and resistance. When it is desirable to change a parent's point of view, be as diplomatic as possible.

L. Avoid imposing your own opinions. Let insight on the part of the parent evolve through discussion.

M. Make plans together for continuing progress. Concentrate on one or two things on which you can work to help the child.

N. Summarize by restating briefly the important points of the conference. Agree upon the action needed, clarify next steps.

O. Impress upon parents they are welcome any time at school.

P. Be prepared for many types of questions.

Conference Checklist

PRE-CONFERENCE

______ 1. Notify.
  - Purpose, place, time, length of time allotted

______ 2. Prepare.
  - Review child's folder
  - Gather examples of work
  - Prepare materials

______ 3. Plan agenda.

______ 4. Arrange environment.
  - Comfortable seating
  - Eliminate distractions

CONFERENCE

______ 1. Welcome.
  - Establish rapport

______ 2. State.
  - Purpose
  - Time limitations
  - Note taking
  - Options for follow-up

______ 3. Encourage.
  - Information sharing
  - Comments
  - Questions

______ 4. Listen.
  - Pause once in awhile
  - Look for verbal and nonverbal cues
  - Questions

______ 5. Summarize.

______ 6. End on a positive note.

POST-CONFERENCE

______ 1. Review conference with child, if appropriate.

______ 2. Share information with other school personnel, if needed.

______ 3. Mark calendar for planned follow-up.

PARENT TIPS FOR SCHOOL CONFERENCES

A parent-teacher conference is a chance for two very important adults to talk about how a child is doing in school. It is a time for you, as a parent, to ask questions about any concerns you may have about your child's progress. Since the time allowed for conferences is often limited, it is helpful for both parents and teachers to plan ahead.

Here is a checklist that may help you get ready for your conference.

o HOW TO GET READY

- ______ 1. Make a list of questions and concerns.
- ______ 2. Ask your child if he/she has questions for the teacher.
- ______ 3. Arrange for a babysitter for small children.

o QUESTIONS TO ASK

- ______ 1. In which subjects does my child do well? Is my child having any trouble?
- ______ 2. Does my child get along with other children?
- ______ 3. Does my child obey the teacher?
- ______ 4. How can I help at home?

o QUESTIONS THE TEACHER MAY ASK

- ______ 1. What does your child like best about school?
- ______ 2. What does your child do after school? (What are his/her interests?)
- ______ 3. Does your child have time and space set aside for homework?
- ______ 4. How is your child's health?
- ______ 5. Are there any problems which may affect your child's learning?
- ______ 6. What type of discipline works well at home?

o AT THE CONFERENCE

- ______ 1. Please arrive on time.
- ______ 2. Discuss your questions and concerns. (Use your checklist.)
- ______ 3. Share information which will help the teacher know your child better.
- ______ 4. Take notes if you wish.

o AFTER THE CONFERENCE

- ______ 1. If you have more questions, or you ran out of time, make another appointment.
- ______ 2. Tell your child about the conference.
- ______ 3. Plan to keep in touch with the teacher.
- ______ 4. If you were satisfied with the conference, write a note to the teacher.

DEVELOPED BY: The Parent Center; Albuquerque, New Mexico Public Schools

QUESTIONS PARENTS MAY ASK

Is my child doing as well as he should in school?

What group is he in and why?

What kind of books is he using?

May I see some of his work?

Does he get along well with the other children?

Have you noticed any special interests, aptitudes, or abilities?

Does he obey you?

Have you noticed any signs of initiative, originality, and responsibility in the classroom?

Does he respect the rights and property of others?

How is he getting along in individual subjects?

How can I help at home?

What is my child's IQ?

Does my child get to class on time?

Does he eat his lunch?

Is it all right to call you at home?

==

DON'T BE SHOCKED IF A SEEMINGLY ROUTINE QUESTION POPS UP. LIKE:

What time does school start?

How much are lunches?

Have you seen my child's coat?

==

****Remember, if you don't know the answer to a question, admit it and promise to find out and call with the answer. Make a note of it in front of the parents.

POSITIVE AND NEGATIVE EXPRESSIONS

In addition to our educational vernacular, there are many expressions which we use that may leave a fake, or undesirable impression. Here is a list of expressions which may leave a negative impression, with a kinder, more positive phrase which might be used:

NEGATIVE EXPRESSIONS	MORE POSITIVE EXPRESSIONS
Must	Should
Lazy	Can do more when he tries
Trouble maker	Disturbs class
Uncooperative	Should learn to work with others
Cheats	Depends on others to do his work
Stupid	Can do better work with help
Never does the right thing	Can learn to do the right thing
Below average	Working at his own level
Truant	Absent without permission
Impertinent	Discourteous
Steal	Takes without permission
Unclean	Poor habits
Dumbbell	Capable of doing better
Help	Cooperation
Calamity	Lost opportunity
Disinterested	Complacent, not challenged
Expense	Investment
Contribute to	Invest in
Stubborn	Insists on having his own way
Insolent	Outspoken
Liar	Tendency to stretch the truth
Wastes time	Could make better use of time
Sloppy	Could do neater work
Incurred failure	Failed to meet requirements
Mean	Difficulty in getting along with others
Time and again	Usually
Dubious	Uncertain
Poor grade of work	Below his usual standard
Clumsy	Not physically well co-ordinated
Profane	Uses unbecoming language
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Bashful	Reserved
Show-off	Tries to get attention
Will fail him	Has a chance of passing, if

HINTS FOR BETTER LISTENING

1. Develop the desire to listen. You must want to hear what the person has to say.

2. Find something interesting in what the other person says.

3. Become actively involved; ask for clarification when uncertain on something that was said, or if additional explanation is needed.

4. Be physically and psychologically alert when entering a listening situation. The conference time should be convenient for both parties.

5. Be nonjudgmental. Let the speaker's message sink in without making decisions about it.

6. Resist distractions. Avoid noises, views, people, or anything that will distract from the speaker.

7. Look for common themes. These will be repeated over and over during the conference.

1. Specific Efforts for Personal Contact: (Continued)

b) Home Visits

Home visits can be rewarding experiences for parent, student and teacher. Parent and child should be included as an indication of genuine interest. While such visits may be time consuming, it will establish valuable communication and rapport throughout the year. Teachers who make home visits report that the time spent represents an investment which compensates for itself during the year. Observation of the student in the home environment often gives insight as to the behavior the student displays in the school setting. Such visits would be particularly beneficial in situations where parents who, because of small children or other reasons, find it difficult to come to school.

Guidelines for home visits

- Home visits should be by appointment only. Appointments can be initiated via a letter accompanied by a return form indicating the parent's choice of time for the visit. A follow-up should be made on those parents not responding to the initial communication.

- Definite purposes should be established for home visits. Examples of such a purpose would be sharing information about upcoming activities for parents or delivering other pertinent information. Basic to sharing is the eliciting of ideas from parents. What insights does the parent have about the child? What has the parent done at home with the child that might be effectively shared?

- Home visits should be brief but not hurried--fifteen minutes to half an hour is a reasonable period of time. At least fifty percent of the time should be spent listening to parent and child.

- Advanced planning will facilitate successful home visits. The Home Visit Plan can be used to insure that individualized objectives will be set and important items will not be forgotten.

RESOURCE MATERIALS: HOME VISITS

- BIBLIOGRAPHY
- HOME VISIT SAMPLE LETTER
- HOME VISIT PLAN
- HOME VISIT REPORT

Resources

For staff members, administrators, or others interested in setting up a home visitation program, a book by Ira Gordon and William Breivogel, Building Effective Home-School Partnerships (Allyn and Bacon, 1976), provides a comprehensive treatment of this topic. The book covers the selection, recruitment and training of home visitors, chapters on the role of the parent, home visitor, administrator, and teacher in a home visitation program, guidelines for designing home learning activities and sample recording forms.

Appalachia Educational Laboratory, Inc. Home Visitor's Handbook. Charleston, W. Va; Appalachia Educational Laboratory, 1972.

Gotts, Edward E., ed. The Home Visitor's Kit: Training and Practitioner Materials for Paraprofessionals in Family Settings. New York: Human Sciences Press, 1977 (contains home visitor's notebook, parent's notebook, and home visitor's resource materials).

The Portage Guide to Home Teaching. Portage, Wisc.: The Portage Project, 1975.

After the home visit is completed, a report can be made to indicate who was present, materials taken, and outcomes of the visit.

HOME VISIT SAMPLE LETTER

Rationale for Letter Contents	
	Dear Mrs. Ima Goodmom,
Child's attendance is valuable contribution to visit.	It is my hope to meet with all of the parents this fall. If it is convenient, I would appreciate the opportunity of meeting with you and Willy during the period between October 3rd to October 5th.
Parent reading to child or child reading alone: either can be beneficial.	The purpose of the visit is to aquaint Willy and you with books which can be enjoyed by both of you.
	You will find a visitation schedule attached to this letter. I am requesting that you indicate several choices of time for the visit. Please have Willy return this form to me.
Provide the parent with choices for time of visit.	If you have any questions regarding the visitation, please call me at 333-3333.

Sincerely,

Wanda B. Helpful
Teacher

Visitations are scheduled during the following blocks of time:

Saturday visits can be planned offering a wider time range.

	October 3rd	October 4th	October 5th
2:15 - 2:45			
3:00 - 3:30			
3:35 - 4:15			
4:30 - 5:00			
6:00 - 6:30			
6:45 - 7:15			

When sending confirmation, suggest parent make note of appointment on the calendar.

Indicate several choices of time by placing an (X) in the appropriate spaces. A letter will follow confirming your appointment time.

Please sign below and have Willy return this form by September 20.

____
Signed

HOME VISIT PLAN

Parent's Name ____

Child's Name ____

Address ____

Telephone ____

Date ____

Home visit to be made by (teacher, aide, parent activities coordinator)

General goals
    Parent:

    Child:

Specific objectives
    Parent:

    Child:

Opener:

Discuss accomplishments:

Child/Parent/Visitor time:

    Points to emphasize:

Parent/Visitor time:

Planning for next visit:

Conclusion:

REMINDERS

Materials needed:

Notes:

HOME VISIT REPORT

Date of visit ____________

Name of parent(s): ________________________________

Name of child: ____________________ Age _____ Other children's Ages __________

Home visit made by: ____________________ Time ________ to ________

1. Materials taken:

2. Objectives/plans for this visit:

3. People present during visit:

4. Factors affecting accomplishment of the plans/objectives:

5. Progress made:

6. Problems identified:

7. Objectives/plans to be included for next visit:

1. Specific Efforts for Personal Contact: (Continued)

c) Open House

An "Open House" one evening early in the fall gives parents and school staff an opportunity to share expectations.

Suggestions:

Have each student create an invitation for his or her family. Invitations could also be extended to other teachers in the building and board members. Rewards for parental attendance at the open house can be used as incentive for parents to attend. Students can help prepare the classroom, create bulletin boards and displays of their work, and make refreshments.

Parents arriving at the school for open house activities will feel especially welcome if they see WELCOME PARENTS on a bulletin board.

An idea for brightening the classroom is to have each student trace around his body on butcher paper, color it, and have the paper cut-out of himself sitting in his chair!

A friendly atmosphere can be created the moment parents enter the door by having a student or teacher greet guests as they enter. Fresh or handmade flowers add a bright touch and name tags will insure that everyone is welcomed by name. Following an overview of classroom programs and goals by the teacher, students can describe and demonstrate classroom activities. Students might also like to actually involve their parents in completing vocabulary and comprehension activities, playing reading games, etc. Provide babysitting for the youngest children whenever possible and refreshments for all. Before the parents leave, describe upcoming activities for parents.

d) Parents Visitation Day(s)

The parents will welcome a special invitation to visit the school at a time when their child is involved in the learning process. The invitation designates a time for the parents to visit the classroom. This type invitation is more successful than the generalized "you are welcome to visit anytime" approach. A full week is set aside for parent visitations. The parent(s) of each child is extended an invitation to visit the classroom during a specific time in which the child is involved in a classroom learning activity.

The addition of coffee/cookies adds a special touch, re-emphasizing this message: Parents--you are an important component of your child's school life. Your presence in the classroom affirms this message to your child.

e) Grandparents' Day

Invite grandparents, "buddy" grandparents, and senior citizens (remember that some children do not have grandparents or they have grandparents who live far away) to visit school. Request an RSVP the day before so as to insure adequate food. Provide a place for lunch, paper tablecloths, and children's table decor. Plan special activities after lunch such as children interviewing guests, guests telling or reading stories to children, or children reading stories they have written.

f) Good News Call

Another method of relating positive information about the child to the parent is a good news call. These calls, made via the telephone, keep the parents in close communication with school. During these brief, informative calls the teacher can share progress the child is making, special projects that have been completed or special contributions the child has made to the class.

g) Note From a V.I.P.

When a child has done exceptionally well, request the principal, vice principal, counselor, or superintendent send a note home to the child's parent(s). This can boost the child's self esteem and promote parent goodwill.

2. Specific Efforts: Written Communication

A good method of communicating with parents is through writing. Teachers or other members of the school staff may utilize this method to open communication channels. The letters may be individual, handwritten notes or even form letters advising of plans and programs for the students or upcoming parent activities. These communications may be mailed or hand written.

By keeping them informed of school activities and projects, parents understand they are considered partners in the educational process.

Examples of written correspondence are as follows:

a) Notes

Notes are often written to inform parents of problems, but should also be written to inform parents of the positive things their children have done. "Happy Grams," which are sold commercially, or just small slips of paper with a simple message can improve parent-teacher relations, as well as improve the childrens' self-concepts.

b) Announcements

Announcements for programs, class parties, class projects, or impending field trips let parents know that teachers want to share their children's special occasions with them. The announcements should include all vital information including the time, place, and date of the event. Announcements or invitations can be used as a meaningful handwriting lesson and decorated as an art project.

c) Newsletters

Send home a monthly or quarterly newsletter, news-notes, or open letter to parents. This can include samples of children's writing or drawings, parent activities, and ways the parents can supplement school activities at home. Parent volunteers can assist in editing, gathering news, using the mimeograph machine and distributing the newsletter. A theme may be used as a focal point for each newsletter. In large LEA's which publish one newsletter for a number of participating schools, one page each month can feature a school and include the pictures and work of children at that school.

Newsletters can range from simple to sophisticated and can be sent home weekly, monthly or as information is gathered. In lower grades, teachers can duplicate a simple form at the beginning of the year and fill in information on a regular basis. At the middle school or secondary levels, students can be assigned the responsibility for developing the newsletter on a rotational basis. Besides communicating with parents, the students are given a wonderful opportunity to use their writing, spelling, typing or word processing skills. Newsletters may include curriculum information, future units to be studied, songs learned, reminders of important dates, recipes used, games and activities to do at home, and accomplishments of the children.

d) Questionnaires

Questionnaires are an important means of finding out parents' needs in relationship to their children's education. One type of questionnaire can survey how parents feel the school can help them in their job of parenting while another can identify their involvement in the school. The results can be utilized to set up programs. Both types can be sent out early in the school year, with the responses duplicated and submitted to a central location, office or media center, to form a resource file.

e) Conference Notes

Although specific conferences will be held as the need arises, regular conferences should be held so that parents do not feel that their children are being "singled out" and so that all parents will be informed of their children's progress. Conference notes should be short and simple and give the parents several choices for conference times (See Appendix U). Parents should be notified of their scheduled appointment times through follow-up notes or newsletters.

f) Positive Awards

Many schools, even through high school, give recognition to students, teachers and parents for something they have done well. The goal is that everyone will begin looking for the good in each person. Awards may be certificates of merit or pins with the school mascot on them. The aim is the same - to create a positive school atmosphere and healthy self-concepts.

RESOURCE MATERIALS: WRITTEN COMMUNICATION

- HAPPY GRAMS
- NEWSLETTER SAMPLES

You would purr, too, if you ________

____

____

____

____

Signed: ________________

Reprinted from Take Home Praise with permission.

____

did ________________

____

____

____

Signed: ________________

HAPPY GRAMS

MIGHTY NICE!

Any way you slice it,

____
Name

did a nice job

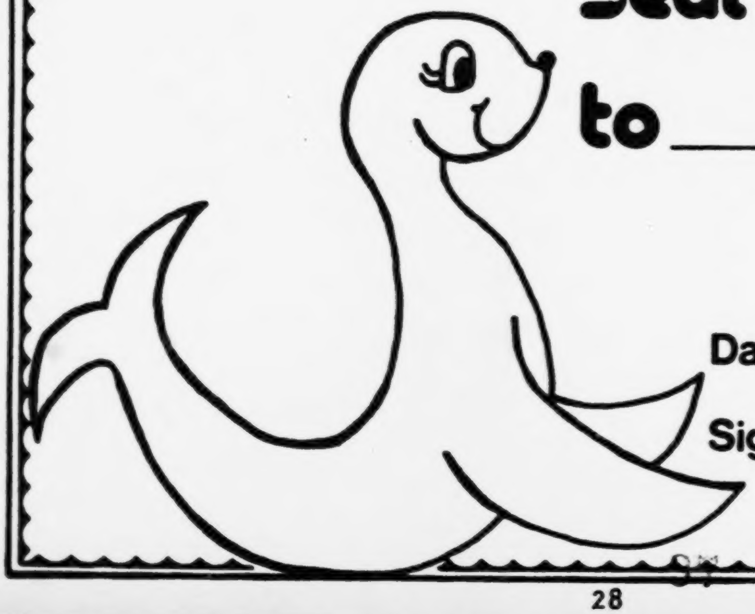
____

____
Signed

PLACE
STICKER
HERE

T-495 MIGHTY NICE! © 1981 TREND enterprises, Inc. St. Paul MN 55164 Printed in the U S A

Super Subtraction Seal is Awarded



to ________________________

Date ________________________

Signed ________________________

worked

and worked

DUCATIONAL CREATIONS

and worked today!

Reprinted from ***Take Home Praise***
with permission.

BRAVO! DO IT AGAIN!

NAME______________ SCHOOL______________ DATE______________

DEAR PARENT:

I AM HAPPY TO REPORT THAT YOUR SON/DAUGHTER IS BEING COMMENDED FOR:

___ COMING TO CLASS PREPARED

___ GOOD STUDY HABITS

___ GOOD WORK ATTITUDE

___ BEING ATTENTIVE

___ FOLLOWING DIRECTIONS

___ GOOD CLASS CONDUCT

___ GOOD ATTENDANCE

___ COMPLETING CLASSWORK

GOOD NEWS NOTES: ______________________________

____

____
TEACHER'S SIGNATURE

____
PRINCIPAL'S SIGNATURE

BRAVO! DO IT AGAIN!

NAME______________ SCHOOL______________ DATE______________

DEAR PARENT:

I AM HAPPY TO REPORT THAT YOUR SON/DAUGHTER IS BEING COMMENDED FOR:

___ COMING TO CLASS PREPARED

___ GOOD STUDY HABITS

___ GOOD WORK ATTITUDE

___ BEING ATTENTIVE

___ FOLLOWING DIRECTIONS

___ GOOD CLASS CONDUCT

___ GOOD ATTENDANCE

___ COMPLETING CLASSWORK

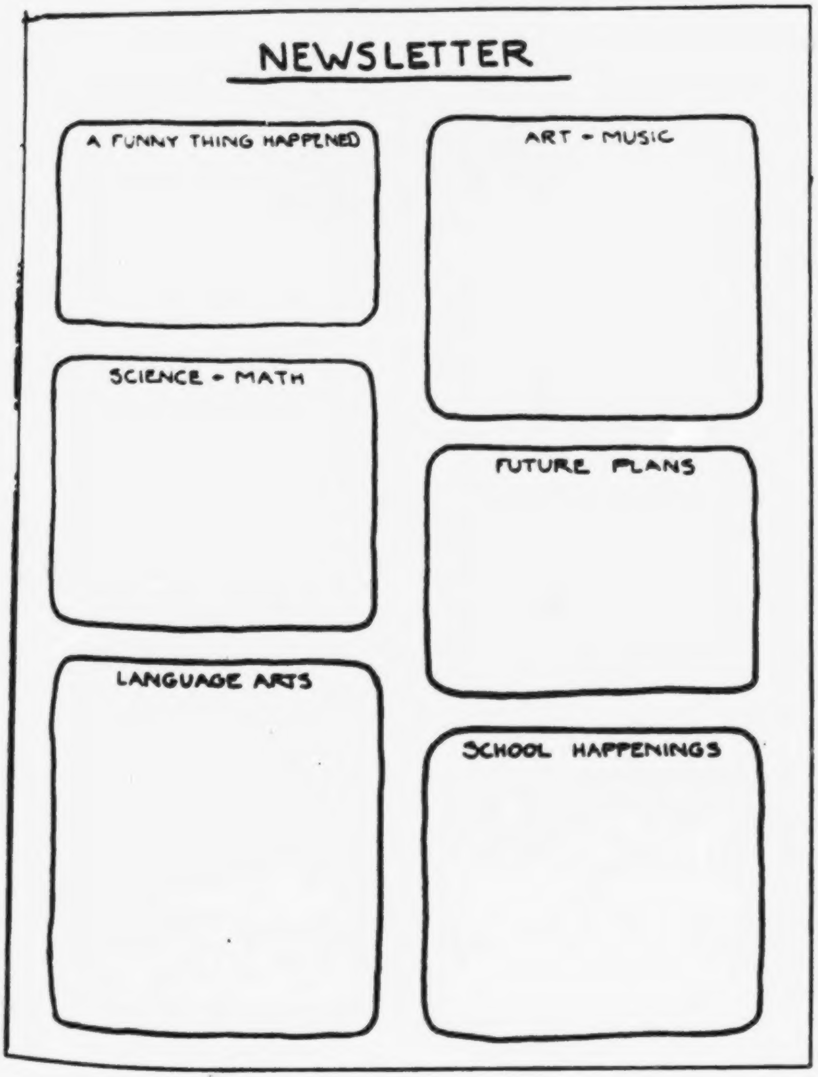
GOOD NEWS NOTES: ______________________________

____

____
TEACHER'S SIGNATURE

____
PRINCIPAL'S SIGNATURE

NEWSLETTER FORM


NEWSLETTER
A FUNNY THING HAPPENED
ART + MUSIC
SCIENCE + MATH
FUTURE PLANS
LANGUAGE ARTS
SCHOOL HAPPENINGS

SOURCE: Berger, E.H. Parents as Partners in Education: The School and Home Working Together. (2nd ed.) Columbus, Ohio: Merrill Publishing Co., 1987.

CHAPTER I NEWSLETTER

FIRST AND SECOND GRADES
SEPTEMBER 1987

Welcome to the new school year and to the parents of our first and second graders. We are so happy to have you in our program and hope you will have a year of fun and learn many things during this school year.

First and second grade is a very important time for your child in school. Your child will be learning and growing so fast these years. It is so very important to help your child learn as much as is possible so he can become a happy, productive student.

During the first and second grade your child will be given instructions in reading, math, writing and social skills which will help him in his total education program.

Please help us help your child have a happy productive year in school. We need your support and help.

Your child has been doing many things during this month. We will be working very hard during the remainder of the school year. Following is a list of things that you could help your child with:.

All of our students need to know some information about themselves. You can help your child learn about himself. If your child does not know the following, please work with him:

1. First, middle and last name — how to spell and write.
2. Address — street number, apartment number, city and state.
3. Phone numbers of home and where mother or dad works — how to say and write.
4. Birthday — should know the month and day.

Please help your child learn these important things. Make up a silly song about his address, phone number and birthday. This is a way that your child will have fun and still learn information about a very important person — himself!

Reading is very important and your child will need help and encouragement daily. Please read to your child each day and also let your child see you reading each day — books, magazines, newspapers. Your child needs to read orally to you also.

Go and visit the public library and check out books for the entire family. Let your child get his own library card. Listen to him read his books to you and you also read to him from the library book. Let some books just be for fun and look at the picture together and talk about what you see.

Your first grader will be learning to count and write to 100. You can help your child learn to do this by doing some of the following activities. Have your child count silverware; put forks and spoons into sets and count them. Count the cars that you see as you drive down the street. Your child will also work on the concept of greater than and less than. Ask your child which is greater — 7 or 9; which is less — 50 or 20?

First graders will be learning to put sets together or to learn to do addition. You can help your child with addition — ask what is 1 and 1, or 2 and 2, etc. Give your child 4 spoons, and then give 2 more. Have your child tell how many there are in all.

I-A. Home School/Communication

3. Additional Communication Strategies: Across Grade Levels

Personal Contact

- o Hold a "Parent Get-Acquainted Coffee and Continental Breakfast" in the fall.
- o Invite new children and their parents to a "Get-Acquainted Hour" the week before school starts.
- o Invite new teachers and new parents to a tour of the district. Cover points of interest, local churches, facilities available in the area, places that could be used for field trips, boundaries of attendance area.
- o Develop a slide presentation orienting new parents and students to the school.
- o Establish regular visitation days for observation of classes and a chance for parents to offer constructive suggestions.
- o Invite parents to come with pupils to "See What I Do in School" one day during the year.
- o Invite parents to visit classrooms whenever they wish to do so and send special invitations for culmination of a unit, puppet play, songfest, etc.
- o Arrange meetings with parents whenever an innovation in curriculum and instruction is to be tried.
- o Invite parents of a particular grade level, such as sixth grade, to informal "buzz" sessions in small groups on school-related topics of concern to parents and teachers, such as discipline, homework, or communicating with that age child.
- o Have open houses for one grade level at a time. Small groups lend themselves better to communication.
- o Vary the times for open houses. Hold some in the afternoon, some at night.
- o Set up parent conference days during the school year for parents to come to school to discuss progress with their child's teacher.
- o Schedule a parent-teacher conference in a student's home. (It'll help you see what it's like for some parents to come to school.)
- o Hold monthly informal "rap sessions." Plan to share lots of information and do lots of listening to concerns while building goodwill and feelings of unity.

- Organize special outreach efforts to hard-to-reach parents through telephone calls, home visits, special mailed invitations to parents in home language to have lunch at school with children.

- Invite fathers to a breakfast with teachers where discussion will take place and dads may then visit classes as their day permits.

- Have teachers select a "Student of the Month." The student's parents are invited to lunch with the principal and parents of other "Students of the Month." Invite community leaders to the lunch, also.

- Have children prepare a luncheon for parents, teachers, and themselves. Send handwritten invitations.

- Invite several parents to sample the school lunch once a month. Seat them with the principal, a teacher, and several randomly selected students.

- Invite each parent to have lunch with their child at school during American Education Week.

- Let the students in your room cook an evening meal or a luncheon for their parents. While the parents are eating, let the children tell what they're learning.

- Hold a bean and hot dog supper and open house coordinated with a talent show. Allow children to show their parents around the school building.

- Hold a "Grandparent's Day" to honor grandparents with special recognition given to those who have made a contribution to the school.

- Hold a "Senior Citizen Day" at school, inviting grandparents and other older friends of the school. Provide transportation.

- Set up a plan for principals to make "house calls."

- Make it possible for teachers to make home visits at least occasionally.

- Try neighborhood coffees in parents' homes. Invite people in area to meet informally with the principal and one or two teachers to talk about school and education.

- Conduct home visits involving teachers and trained volunteers.

- Be sure teachers are represented and recognized at PTA or other parent group meetings.

- Encourage teachers to become more visible in the community.

- Seek out the parents who never participate. Sometimes these parents feel inadequate or timid and simply need to be encouraged and needed.

- Use the "grapevine" network; nothing is more powerful and gets the word out faster.

- Provide translators and translations.

- Establish a Home-School Cooperation Committee. Exchange reports with other schools.

- Post "Parents and Visitors are Welcome" sign on the front door.

- Hold monthly parent-teacher lunch in the school.

- Set aside early morning office hours each week for principal to meet with parents. No appointment is necessary.

- Arrange a parent lounge in the building, with comfortable chairs, a desk and telephone, and some books and magazines about child development, parenting, and education.

- Provide tours and orientations for new families, including those coming in at mid-semester.

- Ask the parents of a disruptive student to take turns coming to school for a couple of days to observe her and to help her learn to behave.

- Invite those parents whose children are not doing well to informal evening meetings to talk about the school program. Answer the parents' concerns and questions.

Telephone

- Make an effort to improve the telephone answering techniques of everyone in the school office.

- Try teacher phone calls to invite parents to back-to-school nights.

- Occasionally, ask the child to have parents call the teacher rather than the teacher contact the parent.

- Set up a listeners' bureau in your community. Suggest members advertise their telephone numbers. Let them know that you really want to know what is being said, and be sure to let them know when you have followed up on concerns they have shared with you.

- Advertise one evening a week when parents or students can telephone the principal to ask questions or discuss problems.

- Have teachers make at least one positive phone call per week to a parent to report on a child's accomplishment.

Written

- o Hold staff workshops on communication skills with a special focus on parents.
- o Have an information brochure on your school for visitors, for parents to send to grandparents, or for graduates to have as keepsakes.
- o Improve the quality and frequency of school newsletters. Try mailing home.
- o In each month's newsletter, publish the names and phone numbers of a few parents who are willing to talk to other parents about any interest or concern.
- o Set up an idea exchange in the school newspaper. Ask parents to send in ideas. Then, in a later issue of the paper, publish ideas and how they are used.
- o Write in the school plan that each teacher will send home weekly or monthly class newsletters.
- o Send home "Happy-Grams"--good news notes about students' accomplishments and achievements.
- o Send home weekly notices in a school envelope, inviting two-way communication on the envelope.
- o Send home weekly lesson plans (one page so parents can follow the week's lesson).
- o Send preprinted postcards to parents.
- o Provide a weekly student performance contract which student, parent, and teacher sign.
- o Set goals for each child and send home notes that parents must sign and return.
- o Send weekly or bimonthly progress reports to parents.
- o Reward students for returning signed notices, homework, etc.
- o Advise parents of the teacher's conference periods or other best times to reach the teacher.
- o Take note of the fact that more fathers are participating in school activities. Be sure to include fathers in all school communications.
- o Have a monthly birthday calendar posted in the hallway with everyone's birthday on it. Be sure to add new students when they arrive.

- Request that when parents visit school they complete a survey, perhaps while enjoying a cup of coffee, on their interests and needs.
- Obtain parent surveys on key issues and invite parent opinions (e.g., sexuality issues, discipline policies, home-school communications).
- Have students conduct a survey of parents to evaluate the school and collect ideas for improvement. Distribute the survey results to all parents.
- Survey after parent-teacher conferences. Ask how effective your conferences are and what additional kinds of information parents want about your school classroom. The responses will help you identify communication needs.

Other

- Follow up on problems and resolve complaints-no matter how small or insignificant they may seem. Little things have a way of building into big things.
- Turn people on. Show you are genuinely interested in what they are doing.
- Have tooth envelopes for sending home the teeth that *finally* come out at school with a note from the teacher. These are tender moments parents don't want to miss.
- Have parents obtain articles to be sold in "Santa's Secret Shop" to enable children to purchase gifts for family members.
- Urge teacher training institutions to place more importance on home-school cooperation in their teacher education programs.

Resources:

Boren, 1984; 1986 n.d. Community Education Section, 1985; Community Services Office, n.d.

Beyond the Bake Sale: An Educator's Guide To Working With Parents, National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, Maryland.

SECTION I-B

PARENTAL PARTICIPATION IN EDUCATIONAL PROGRAMS FOR CHILDREN

I-B. Parental Participation in Education Programs: This type of involvement refers to the opportunities that parents have to teach their children. The parent is the child's first and most permanent teacher. Schools need to encourage and foster this role. Home learning activities represent an important strategy. Classroom volunteer programs also provide opportunities for parents to "teach" and help teachers.

1. Parent/Child Activity Calendars

a) Open Activity Calendar

An open-ended calendar for each month which can be given to a parent. Suggestions for parents can be written along the sides and bottom. For example, activities might include "listened to child tell a story," "took child to library," and "read a magazine article together." This focuses the parent's attention on the importance of doing things with the child.

b) Reading Calendar

Each month the child starts a new "reading" calendar. A goal for daily reading is established. The child records the actual amount of time reading each day on the calendar. This focuses attention on the amount of actual reading done at home and helps to establish a daily reading habit. If the goal is not met at the end of the month, the child and parent could discuss possible problems. After discussion a new calendar is started with any changes suggested by the child.

c) Places-To-Go Calendar

The idea of a Places-To-Go Calendar is to increase awareness of local events, places to go and enriching experiences designed for all the family. A parent volunteer can do the compilation, typing, and reproduction. The editor or compiler subscribes to local events calendars and the weekend section of the local newspaper. These are used to make the school calendar. Compilers search for events and places that supplement, not duplicate, the work of the school. All events are listed with necessary information such as addresses, phone numbers and prices. Arranged in easy-to-read format, this is useful for all grade levels. The calendar can be distributed separately or arranged as part of a newsletter.

To involve children in constructing a calendar, parents could agree to take one or more children to an event or place and parents could assist the children in reporting their findings using a standard format. The calendar could be divided into fall, winter, spring, and summer.

d) Holiday Reading Calendar

The excitement of an approaching holiday offers an opportunity for enticing the student into pleasurable educational activities. The holiday calendar provides a motivational approach for reinforcement of specific skills and for recommended reading selections.

e) Vacation Activity Book

To keep students involved with learning activities during Christmas vacation, spring break, or the summer months, a Vacation Activity Book might be the answer.

These "things to do" booklets should include a variety of activities incorporating reading, math, and arts and crafts. The activities should require only simple materials found in the home. Many of these will be starters to give children ideas for developing even more activities. Some suggestions might include how to make a pet rock, several riddles to try on a friend, word search puzzles, math tricks, how to make a mobile, and books that fit the season.

RESOURCE MATERIALS:

RESOURCE MATERIALS: PARENT-CHILD ACTIVITIES

- * OPEN ACTIVITY CALENDAR
- * READING CALENDAR
- * PLACES TO GO CALENDAR

ACTIVITY CALENDAR

MONTH ____________________

We
talked
together

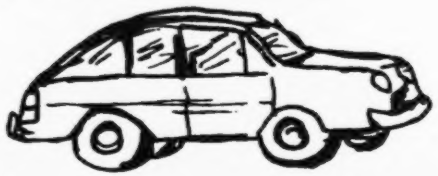
We
played
a game
together

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

We
learned
something new
together

We
read
together

We went somewhere together



WHAT DID WE DO TOGETHER TODAY?

We visited
a friend
together

CALENDAR ILLUSTRATION

Reading Calendar

Goal ☐ minutes

MONTH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes				

Book of Month Selections

1.

2.

3.

4.

TOTAL READING TIME ☐

1979 SEPTEMBER 1979

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Decide on a time and a place where your child can study and read each day. 		1 Help child make puppets to act out a story he or she has heard or read. Use socks, paper bags, or felt.
2 Encourage your child to save some of his allowance or money he gets as gifts. Open a bank account.	3 LABOR DAY	4 PARENT ADVISORY	5 COUNCIL	6 CONTACT TIME	7 P.A.C. MEETING Edgewater 7:45 - 8:30 a.m.	8 Parents need to set the example. Do your children see you reading and enjoying newspapers, magazines and books?
9	10 Encourage your child to make full use of the senses — especially in the world of nature. Observe animals, insects, plants, sky.	11 P.A.C. MEETING Foster 11:45	12 P.A.C. MEETING Eiber 3:00 - 4:00	13	14 Use the newspaper and have child see how many compound words he can find and circle. Example: mailman, butterfly.	15
16 Read food advertisements in the newspaper. Together decide which items need to be purchased to provide main food courses for a week.	17	18 P.A.C. MEETING Lumberg 2:15	19	20 Study flower arrangement in books and magazines and make a scrapbook of clever ideas. [illegible] displays at your local florist.	21	22 Help child practice record-keeping activities. Keep track of how much time child devotes to homework weekly. Record hours of sleep child gets nightly.
23 Cut out comic strips and have child read and put them in sequence.	24 Let your child help you take care of the house plants. How often do they need watering, fertilizing and dusting?	25 ★ PARENT COUNCIL ELECTIONS	26 Plan a visit to your nearest library. Introduce yourself and your child to the children's librarian.	27	28 Together with child, learn to identify year and model of automobiles. Start with the easy ones like V.W. bugs, Datsuns and Cadillacs.	29

I-B. Parental Participation in Education Programs (Continued)

2. Educational Materials Resource Lists

a) Magazines and Books for Children

A subscription to a magazine which contains stories, reading activities, and things to make or do that comes regularly in the mail is something a child looks forward to. Since most of these cannot be purchased at a news stand, the address should be provided. It would also be a good idea to have samples of these available for children and parents to look at before the parent purchases a subscription.

b) Pamphlets and Books on Reading

Some pamphlets, such as the IRA reading monographs, are so inexpensive they could be given to parents; others could be used as resources for creating tips or suggestions for parents.

c) Educational Toys and Games

With so many different toys and games on the market, it is often an overwhelming job to shop for a child's gift. A list of inexpensive educational toys and games provided to parents is helpful.

Resources

Take Homes from Instructor Publications, Department R/J, Dansville, New York, 14337, are ready-to-use parent/child activity sheets filled with exercises on a variety of subjects. These were developed with the Home and School Institute, Washington, D. C. They are designed for students in kindergarten through third grade.

Mommy, an Egg and I from Educational Creations, P. O. Box 33696, Denver, Colorado, 80222. This booklet describes activities using an egg to help parents teach basic concepts to students in preschool through grade three. There are things to do and make as well as learning about eggs in general.

You and I from Educational Creations, P. O. Box 33696, Denver, Colorado, 80222. A packet of 32 different ideas on small cards designed for children ages preschool through grade two. These activities can be used as a special treat or as a "together time" project.

Hip Pocket Reading Games from Instructor Publications, Department I, Dansville, New York, 14437. This small booklet of reading games designed for parents and children will fit in a child's back pocket. On the cover is a mini-letter addressed to the parent.

Beyond The Bake Sale
An Educator's Guide To Working With Parents
Communication
Partnership
Collaboration
Problem Solving

Beyond The Bake Sale:

AN EDUCATOR'S GUIDE TO WORKING WITH PARENTS

Anne Henderson • Carl Marburger • Theodora Ooms

(1985) 160pp Hardcover and Softcover editions

Most educators realize how important the family is to a child's success in school Yet many think of parent involvement as raising money through bake sales or helping on school trips **Beyond the Bake Sale** offers a provocative challenge to teachers, principals, and administrators "Think of parents as your *partners* in education You must—and can—involve all parents so that they will directly support and reinforce their child's learning Parents are your most valuable—and neglected—educational resource"

While the authors acknowledge the many barriers to good home-school relations (such as lack of trust, poor communication, and time pressures), they emphasize that changes in family life require an extra effort by educators to reach out to all parents, whether single, divorced, employed, or from minority cultures

This new publication is a readable, practical guide for educators which draws extensively on a growing body of research and actual examples of successful practices and policies to enhance home-school collaboration It is useful in a variety of settings, including teacher training and local school improvement efforts

Beyond the Bake Sale provides

- A sensitive analysis of the multiple roles parents play and ways that educators can reinforce them,
- The basic principles of an effective family-school partnership,
- A series of checklists to be used in a step-by-step assessment of areas for school improvement,
- Local, district and state policies that facilitate family-school collaboration;
- A summary review of research, selected references, list of organizations concerned with parent involvement, and an extensive index

Whether you are a teacher, principal, administrator, policymaker, or parent, **Beyond the Bake Sale** can start your school on the road to improvement

The process must start with someone Why not with you?

Beyond the Bake Sale is published by the National Committee for Citizens in Education, in collaboration with the Institute for Educational Leadership and the Family Impact Seminar NCCE has been in the forefront of advocacy for parents rights and school improvement IEL has 22 years of experience in developing educational leadership at federal, state and local levels and improving educational policy FIS sponsors activities that encourage a family perspective in education, health and social service programs and policy

Please send me______________copies of **Beyond the Bake Sale**
☐ Hardcover $14.95 ☐ Softcover $8.95 ☐ My check is enclosed.
Bill my ☐ MasterCard ☐ VISA #____________________
expiration date______/______/____signature__________________
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10840 Little Patuxent Parkway, suite 301
Columbia, Maryland 21044 (301) 997-9300

RESOURCE MATERIALS:

- * BOOK CLUBS (HARD-COVER AND PAPERBACK)
- * MAGAZINE LISTS (ELEMENTARY AND SECONDARY LEVELS)
- * PUBLICATIONS ON READING FOR PARENTS
- * LIST: EDUCATIONAL TOYS

BOOK CLUBS

Hard-Cover Book Clubs

Prices are considerably lower than those in the bookstore. To become a member, a child fills out an application form which must be signed by parent or other adult. At regular intervals a book is mailed to the child at home with a bill to the parent or other adult donor. Every member within a specified age range receives the same book. He has no choice in a hard-cover book club as he does in paperback clubs.

Grow-with-Me Book Club, Garden City, New York 11530.

Age Levels: 2-7, with provision for each child to "grow" through four groups: Books for the Very Young (read-aloud, very short); Beginning Readers' Books (very simple for child to read himself); Growing Readers' Books (for independent readers, slightly more advanced).
Kinds of books: Read-aloud, picture books, easy-to-read for beginners. For parents: with each book a free illustrated folder suggesting related activities.
When books are sent: Monthly.
How to join: By mail to club headquarters.

I Can Read Book Club, 1250 Fairwood Avenue, Columbus, Ohio 43216.

Age Levels: 4 to 8.
Kinds of books: Fiction and nonfiction published originally by Harper and Row under the title "I Can Read Books."
When books are sent: Monthly.
How to join: By mail to club headquarters.

Parents' Magazine's Read Aloud and Easy Reading Program, Box 161, Bergenfield, New Jersey 07621.
Age Levels: 4 to 8
Kinds of books: Illustrated books for "little listeners and beginning readers."
When books are sent: Monthly.
How to join: By mail to club headquarters.

Weekly Reader Children's Book Club, 1250 Fairwood Avenue, Columbus, Ohio 43216.

Age Levels: Three age groups: 5 to 7; 8 and 9; 10 and 11.
Kinds of books: Primarily fiction, some nonfiction.
When books are sent: Monthly.
How to join: By mail to club headquarters.

Paperback Book Clubs

These clubs distribute editions of books from many publishers and, increasingly, those published by the club itself. Books Books are sold and money collected through classroom book clubs operated by the teacher or the school librarian. Through the teacher or librarian each child, at regular intervals, receives an annotated list of books being offered at that time. He chooses the books he wishes to order from this list. Books are delivered in bulk to the teacher or librarian, who distributes the books and collects the money. In many classrooms, children assist in the bookkeeping, collection of money, and book distribution.

Firefly Book Club, Reader's Digest Services, Pleasantville, New York 10570.

Grade Level: 2nd-and 3rd-grade level.
Kinds of books: Adventure, humor, science, folklore, activities, and animals.
When books are sent: Seven times during the school year.
How to join: Through classroom teacher.

Scholastic Book Clubs, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Grade Levels: Five clubs: See-Saw Book Program, kindergarten and grade 1; Lucky Book Club, grades 2 and 3; Arrow Book Club, grades 4 to 6; Tab Book CLub, grades 7-8; Campus Book Club, grades 9-12.
Kinds of books: Fiction, nonfiction, poetry, stories, riddles, posters, records, book-and-record sets.
When book are sent: Seven to eight times a year, depending on club.
How to join: Through school or classroom club.

Young Readers Press, Inc., Simon and Schuster, Co., 1 West 39th Street, New York 10018.

Grade Levels: Three clubs: King Cole Book Club, kindergarten and grade 1; Willie Whale Book Club, grades 2 and 3; Falcon Book Club, grades 4, 5, and 6.
Kinds of books: Picture books, fiction, nonfiction, science, reference books.
When books are sent: Seven or eight times during the school year.

Xerox Paperback Book Clubs, Box 1195, Educational Center, Columbus, Ohio 43216.

Grade Levels: Three clubs: Buddy Books, kindergarten and grade 1; Goodtime Books, grades 2 and 3; Discovering Books, grades 4 to 6.
Kinds of books: Fiction, nonfiction, science, riddles, puzzles, how-to-its, posters.
When books are sent: Seven or eight times during the school year.
How to join: Through school or classroom book club.

CHILDREN'S MAGAZINES

Note: This list has been compiled from several sources; however, it is not to be considered all inclusive. Age levels are appropriate for individual children will vary depending on interests and maturity.

Elementary

AMERICAN GIRL. Monthly. Girl Scouts of U.S.A., 830 3rd Avenue, New York, New York 10022. Girls ages 10-16. Fashions, homemaking, and fiction.

BOYS' LIFE. Monthly. Boy Scouts of America, North Brunswick, New Jersey 08902. Special rates to members of Boy Scouts through local council offices. Boys 8-18. Fiction and nonfiction; outdoor life and skills.

THE CAMP FIRE GIRL. Bimonthly. Camp Fire Girls, Inc., 65 Worth Street, New York, New York 10013. Free to registered leaders and assistant leaders. Program information, organization news, local, national, world interests.

CHILD LIFE. Monthly. (except June-July and August-September). Review Publishing Co., 1100 Waterway Boulevard, Indianapolis, Indiana 46202. Ages 4-12. Stories geared to various age levels-poems, art, science, puzzles. Comes with Parent-Teacher Key.

CHILDREN'S DIGEST. Monthly (except June-July and August-September). Parents' Magazine Enterprises, Inc., Bergenfield, New Jersey 07621. Stories, poems, articles on nature and science, and book reviews.

CHILDREN'S PLAYCRAFT. 10 issues a year. Parents' Magazine Enterprises, Inc., Bergenfield, New Jersey 07621. Ages 7-14. Things to make and do, games, simple science, hobbycraft, magic, and other creative activities.

CRICKET. Monthly (except June-July). Open Court Publishing Co., 1058 8th Street, LaSalle, Illinois. Ages 8-12. This is by far the most artistic and literary magazine for children. Puzzles, games, stories, book reviews, history, science, original children's work.

EBONY, JR!. Monthly (except June-July and August-September). Johnson Publishing Co., 820 Michigan Avenue, Chicago, Illinois 60605. Ages 8-12. Stories, games, puzzles, history. News and photos about black leaders and black children. Monthly guide available.

HIGHLIGHTS FOR CHILDREN. Monthly (except July and August); semimonthly in Febrary. Highlights for Children, P. O. Box 269, Columbus, Ohio 43216. Ages 3-12. Stories, puzzles, riddles, fun with words, problems to solve, writings and drawings of children, craft activities. School subscriptions include quarterly professional bulletin, Highlights for Teachers.

HUMPTY DUMPTY'S MAGAZINE. Monthly (except bimonthly June-July and August-Septmeber). Parents' Magazine Enterprise Inc., Bergenfield, New Jersey 07621. Picture stories, read-aloud stories, fables, poetry, songs, coloring fun, puzzles, easy-to-follow recipes, science and nature articles.

KIDS. Monthly (September-May). Kid's Publishers, Inc., Box 3041, Grand Central Station, New York, New York 10017. Ages 5-15. An exciting, creative magazine with materials done by children. Stories, poems, jokes, puzzles.

JACK AND JILL. Monthly (except for combined issues June-July and December-January). Review Publishing Co., 1100 Waterway Boulevard, Indianapolis, Indiana 46202. Ages 4-12. Stories, games, poetry, songs, how-to-make-its. Also has original writings and pictures by children.

NATIONAL WILDLIFE. Bimonthly. National Wildlife Federation, Inc., 381 W. Center Street, Marion, Ohio 43302. Available to Associate Members only. A readable magazine with beautiful photographs. In addition to the magazine, which focuses upon the management of earth's resources, the Federation publishes stamps, cards and other nature materials.

PACK-O-FUN. 10 issues per year (September-June). Clapper Publishing Co., Inc., 14 Main Street, Park Ridge, Illinois 60068. Good source for how-to-do-it stunts, games, crafts. Has section devoted to penpals.

PLAYS. Drama Magazine for Young People. Monthly (October-May). Plays, Inc., 8 Arlington Street, Boston, Massachusetts 02116. Well-chosen short plays and radio scripts for children ages 6-18. Single copies of the plays or scripts may be purchased by subscribers.

RANGER RICK'S NATURE MAGAZINE. Monthly (except June and September). National Wildlife Federation, Dept. 280, 1412 16th Street, N.W., Washington, D.C. 20036. Various articles, project and puzzles. Color photography and art. Geared to elementary school children.

SESAME STREET MAGAZINE. Monthly (except August and September). North Road, Poughkeepsie, New York 12601. Follows TV show characters and cartoons. Seeks to help child interpret pictures, do some drawing, see letters and numbers. Suggested activities are designed for 3 to 5-year olds (with parental guidance), but some could be used with slow readers in early elementary years.

SPRINT. 14 issues per year. Scholastic Magazines, Inc., 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Maturity level: 4th-6th grade; reading level: 2.0 to 2.9 Basic reading skills built into current high-impact articles, stories and plays.

THE ELECTRIC COMPANY. Published ten times per year. The Electric Company Magazine. P. O. Box 19, Birmingham, Alabama 35283. For ages 6-11.

YOUNG WORLD. Monthly (10 issues). Review Publishing Co., 1100 Waterway Boulevard, Indianapolis, Inidana 46202. For boys and girls ages 8-12. Formerly The Golden Magazine. Wide variety of stories, poems, games, jokes, riddles.

Secondary

ACTION. 14 issues per year. Scholastic Magazines Inc., 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Maturity level: 7-9; reading level: 2.0-2.9. High interest, very easy reading. Short plays based on TV shows, features on media and sports celebrities, and articles on teenage interests and problems. Highly recommended for teenagers needing basic reading skill development.

AMERICAN GIRL. Monthly. Girl Scouts of U.S.A., 830 3rd Avuene, New York, New York 10022. Girls ages 10-16. Fashions, homemaking, fiction; articles geared to appeal to variuos age groups.

ANIMAL KINGDOM. Monthly. New York Zoological Society, 185th Street & Southern Boulevard, New York New York 10460. Beautiful photographs of animals; short, informative articles describing habits and behavior of zoo animals. A favorite magazine of all animal lovers young and old.

ARIZONA HIGHWAYS. Monthly. Arizona State Highway Dept., 2039 W. Lewis Avenue, Phoenix, Arizona 85009. All ages. Spectacular colored photographs. Articles on history of the West and Indians of the Southwest.

AUDUBON MAGAZINE. Six times a year (January, March, May, July, September, November). National Audubon Society, 1130 5th Avenue, New York, New York 10028. Magnificent colored photographs of man and his world. Emphasizes conservation.

BASEBALL DIGEST. Monthly. Century Publishing Co., 1708 2nd Street, Highland Park, Illinois 60035. Ages 11-12. Loved by all baseball fans, young and old alike. Pictures of the stars, collectors' items for the very young.

BLACK SPORTS. Monthly. Alan P. Barron Publications, 386 Park Avenue S., New York, New York 10016. Elementary-junior-senior high. Focuses on seasonal sports and black sports stars. Format similar to Sports Illustrated.

CAR AND DRIVER. Monthly. Ziff Davis Publishing Co., P. O. Box 1091, Flushing, New York 11352. Ages 10 up. Appeals to those who enjoy sport cars and racing. Good photos and short informative articles on new cars, road tests, racing events.

DOWN SEAT. Biweekly. Maher Publishers, 222 W. Adams Street, Chicago, Illinois 60606. For the pop-music fans of all ages. News on jazz events and artists plus excellent critical reviews of records. Reading level: mature 6th graders and up.

FIELD AND STREAM. Monthly. Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017. Major American sports magazine; emphasis on "where-to-go" and "how-to-do-it." Appeals to all who like the out-of-doors. Reading level: upper elementary.

FLYING. Monthly. Ziff-Davis Publishing Co., Cir-Dept., Portland PI., Boulder, Colorado 80302. Ages 12-adult. Of special appeal to the aviation-minded.

FOOTBALL DIGEST. Monthly. Century Publishing Co., 1020 Church Street, Evanston, Illinois 60201. Contains news stories, personal interviews and photographs. For the youthful sports fan.

HOT ROD MAGAZINE. Monthly. Peterson Publishing Co., 8490 Sunset Boulevard, Los Angeles, California 90069. Most popular automotive magazine for the younger set. Good coverage on hot rods, custom cars, boats, karts, buggies, motorcycles. Suitable for enthusiasts ages 10 and up.

MAD. Monthly (except February, May-August and November). E.C. Publications, Inc., 485 Madison Avenue, New York, New York 10022. A cartoon format for a comic-book look at society. A favorite with teenagers and young adults.

MECHANIX ILLUSTRATED. Monthly. Fawcett Publications, Inc., Greenwich, Connecticut 06830. How-to-do-it magazine. Easy-to-read, good self-help units to guide teenagers hunting for summer work or career information. Also for younger boys who like to make things and help with repairs around the house.

MODERN PHOTOGRAPHY. Monthly. Sub. Fulfillment Dept., P. O. Box 14117, 2160 Paterson Street, Cincinnati, Ohio 45214. Ages 12 and up. Another excellent how-to-do-it magazine, covering a wide variety of news about contests and prizes as well as easy-to-read technical advice to the younger photographer.

NATIONAL GEOGRAPHIC. Monthly. National Geographic Society, 17th & M Streets, N.W., Washington, D.C. 20036. Pictorial magazine with high quality photographs; easy-to-read articles on a wide range of topics, people, flora and fauna all over the globe.

OUTDOOR LIFE. Monthly. Outdoor life, Sub. Dept., Boulder, Colorado 80302. Ages 10 up. Emphasis is upon enjoyment of nature and the out-of-doors. Tips on vacation fun, where to go, what to do.

POPULAR MECHANICS. Monthly. Hearst Magazine, 250 W. 55th Street, New York, New York 10019. How-to-do-it information for many home activities, with special emphasis on cars, boats, home equipment, recreational projects.

POPULAR SCIENCE. Monthly. Popular Science Co., Sub. Dept., Boulder, Colorado 80302. Easy-to-read, informal articles on technical topics dealing with electronics, car driving and safety, aviation, inventions, boating. Suitable for ages 12 up.

READ MAGAZINE. Biweekly during school year. American Education Publications, 1250 Fairwood Avenue, Columbus, Ohio 43216. Contains short stories, articles, and poetry. Used in schools to teach specific reading skills.

SCHOLASTIC SCOPE. 24 issues per year. Scholastic Magazine, Inc., 902 Sylvan Avenue, Englewood Cliff, New Jersey 07632. High-interest, easy-to-read articles for young adults and reluctant readers. Large print and motivational format.

SKI. Monthly. Universal Publishing & Distributing Corp., 235 E. 45th Street, New York, New York 10017. Tells where-to-go, what-to-buy, where-to-find-it. Of special interest to young skiers.

SKIN DIVER MAGAZINE. Monthly. Peterson Publishing Co., 8490 Sunset Boulevard, Los Angeles, California 90069. Magazine devoted to underwater world. Easy-to-read articles on scuba and skin diving as well as salvaging of wrecks and sunken treasures. Tips for the underwater photographer and a directory of training schools for scuba-diving. Has appeal to young and old.

SPORT ILLUSTRATED. Weekly. Time, Inc., 541 N. Fairbanks Court, Chicago, Illinois 60611. Articles on all sports and sports celebrities. Excellent illustrations. The young sports fan can cut out photographs of favorite heroes.

SURFER MAGAZINE. Bimonthly. John Severson Publichers, Inc., P. O. Box 1028, Dana Point, California 92629. Easy-to-read articles, human interest stories, cartoons, poems, limericks and many good how-to-do-it tips. Of special interest to surfers, young and old.

TEEN MAGAZINE. Monthly. Peterson Publiching Co., 8490 Sunset Boulevard, Los Angeles, California 90069. Ages 13-18. Directed toward teenage girls. Good question-and-answer column. Easy-to-read, high-interest stories. Reviews on movies, TV shows, recordings.

TEEN TIMES. Four issues per year. Future Homemakers of America, 2010 Mass. Avenue, N.W., Washington, D.C. 20036. National magazine for Future Homemakers of America (FHA & HERO chapters). Resources for and by youth to inspire projects to improve personal, family, community and job/career life.

TENNIS. Monthly. Recquet Sports, P. O. Box 5, Ravinia Station, Highland Park, Illinois 60039. Articles onall aspects of tennis, squash, badminton, table tennis. Good instructional tips and calendar of events. October issue devoted exclusively to high school tennis.

THE WEEWISH TREE. Six issues per year. The American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117. The only youth magazine about the American Indian carries stories, poetry, history, and games written and illustrated by native Americans.

WORLD MAGAZINE. Ages 10-14. National Geographic Society, 17th and M Streets N.W., Washington, D.C. 20036. A magazine written especially for children which contains articles similar to those appearing in the National Geographic.

YOUNG MISS. Monthly (except bi-monthly June-July and August-September). Parents' Magazine Enterprises, Inc., 52 Vanderbilt Avenue, New York, New York 10017. For girls 11-14. Fashion news, beauty and good-grooming hints, advice, recipes, novelettes, career information, book reviews, geared to concerns of maturing girls.

Publications on Reading for Parents

"What is Reading Readiness?" Norma Rogers
"How Can I Get my Teenager to Read?" Rosemary Winebrenner
"What Books and Records Should I Get For my Preschooler?" Norma Rogers
"How Does my Child's Vision Affect His Reading?" Donald W. Eberly
"How Can I Help my Child Learn to Read English as a Second Language?" Marcia Baghban (also available in Spanish)
"How Can I Encourage my Primary-grade Child to Read?" Molly Kayes Ransbury
"How Can I Help my Child Get Ready to Read?" Norma Rogers
"Why Read Aloud to Children?" Julie M.T. Chan
"Good Books Make Reading Fun for Your Child" Glenna Davis Sloan
"You Can Encourage Your Child to Read" Molly Kayes Ransbury
"Your Home is Your Child's First School" Norma Rogers
"Summer Reading is Important" John J. Micklos, Jr.

The International Reading Association (IRA) also has recently begun publishing a one-page newsletter for parents called Parents and Reading, which is being distributed to local councils and others upon request.

The International Reading Association
800 Barksdale Road
Newark, Delaware 19711

"50 Ways to Raise Bookworms" Robert L. Hillerich
"The What and Why of Beginning Reading" Robert L. Hillerich
"Primer for Parents" Paul McKee
"Your Child and Reading--How You Can Help"

Houghton Mifflin
777 California Avenue
Palo Alto, CA 94304

"Reading Newsletter--Parent Involvement, One Key to a Successful Reading Program"
"Your Child's Reading--What You Can Do" Eleanor K. Hartson and Patricia S. Koppman

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston MA 02210

Dear Parents: Help Your Child to Read Evelyn M. Pickerts and Ellen DeFranco
Parents, Children, and Reading, Evelyn M. Pickerts and Ellen DeFranco

American Book Company
450 West 33rd Street
New York, New York 10010

Children's Reading: What Parents Can do to Help

University of Missouri
206 Whitten Hall
Columbia, MO 65211

A Guide for Better Reading for Parents and Children Branowsky/
Middleton/Mumford

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey

28 Ways to Help Your Child be a Better Reader Linda Gambrell and
Robert Wilson

Reading Education, Inc.
College Park, Maryland

Reading Begins at Home Dorothy Butler and Marie Clay
(for parents of pre-school children)

Heinemann Educational Books, Inc.
4 Front Street
Exeter, N.H. 03833

Home Start on Reading

National Congress of Parents and Teachers
700 N. Rush Street
Chicago, Ill 60611

"Teachers and Parents Together: Resources for Children's Learning"

Scott, Foresman and Company
Dallas, Texas

Parents and Beginning Readers (a series of 12 articles from
the National Reading Center)

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Home Ideas for Reading: A Newsletter for Parents and Teachers
(published six times per year)

New Jersey Reading Association, State Council
International Reading Association
c/o John Quinesso
1307 Coachman East
Lindenwold, New Jersey 08021

Here's an Educational List for Parents

Item	Brand	Educational Value	Recommended Ages
All American Football Game	Cadaco Inc.	game of logic and strategy	10 - adult
Alphabet Match Up Games	Playskool	matching visual discrimation	5 - 7
Betty Crocker Baking Kit	Betty Crocker	following directions, sequences	8 - 10
Boggle	Parker Brothers	hidden word games	8 - adult
Creative Blocks	Fisher Price	eye-hand coordination	1 - 5
Critter In the Candy	Gabriel	memory recall	5 - 8
Denver City Games	Denver Children's Museum	reading/strategy/logic/word games	all ages
Dizzy Spell Hi-Q Game	Gabriel	hidden word challenge game	8 - adult
Educards - variety of card games	Educards	spelling, counting, matching	2 - 12
5 Giant Activity Books	Grossett & Dunlap	riddles, word finds, finger dexterity	5 - 9
Games to Grow With	Educards	matching/visual discrimination colors, alphabet	3 - 9
Grab Bag of Things To Do and Read	Grosset & Dunlap	reading/matching/crafts	5 - 9

Item	Brand	Educational Value	Recommended Ages
Hardy Boys Activity Box (Six books)	Universal City Studios, Inc.	mystery mazes, secret codes, logic puzzles, sleuth word finds, word wiles	8 - 13
Heads or Tails	Leisure Learning	color matching	3 - 6
I Can Read Paperback Books	Harper & Row	reading	7 - 9
Keys of Learning	Child Guidance	shapes/colors	2 - 6
Latch Hook Rugs, Pictures and Pillow Kits	M. H. Yam Co.	following directions/ manual dexterity	10 - 14
Lauri Puzzles	Lauri	visual discrimination, matching, eye-hand coordination	5 - 7
Letters, Sounds and Words/A Phonic Dictionary	Grossett & Dunlap	letter recognition, sound/symbol correspondence, reading	5 - 8
Light Up and Learn-Beginning Sounds	Milton Bradley	sound/symbol correspondence	6 - 8
Magnetic Letters	Playskool	letter recognition	5 - 6
Match It Game-Colors	Steven	colors	3 - 6
Media For Education Activity Books	Media for Education	phonics, word puzzle fun, dot to dot	5 - 14
Memory Card Matching	Milton Bradley	visual discrimination	4 - 6
Model Airplane, Car, and Boat Kits		following directions, sequencing, eye-hand coordination	6 - adult
Monopoly	Parker Bros.	strategy, money concepts, reading	8 - adult

Item	Brand	Educational Value	Recommended Ages
Mother Goose Game	Great Cadaco	matching, color recognition	3 - 6
Mouse House ABC Book	Randam House	alphabet	5 - 6
New Junior Cookbook	Better Homes & Gardens	following directions, sequencing, measuring	10 - 14
Perquackey	Lakeside	word building	8 - adult
Scrabble	Selchow and Righter	word building	8 - adult
Scrabble Alphabet Game	Selchow and Righter	letter names, word formation	4 - 6
Scrabble Crossword Cubes Game	Selchow and Righter	word formation	8 - adult
Scrabble Crosswords for Juniors	Selchow and Righter	word formation	6 - 10
Scrabble Scoring Anagrams	Selchow and Righter	word formation	8 - adult
Scrabble Sentence Cubes	Selchow and Righter	word formation	8 - adult
Sesame Street Little Library	Sesame Street	alphabet, colors, shapes	4 - 6
Spill & Spell	Parker Bros.	word formation	8 - adult
Star Wars Activity Books featuring Darth Vader, Chewbacca, and Artoo De Too	Random House	mazes, hidden words, rebus reading, visual discrimination	9 - 12

Items	Brand	Educational Value	Recommended Ages
Step By Step	Leisure Learning	shapes, colors, following directions	4 - 6
Stick 'Ems	Child Guidance	matching, fine motor	4 - 7
Word Machine Books I, II, III	Joy Bug Teaching Aides	phonics, structural analysis	6 - 10
Word Nerd	Hasbro	word strategy	8 - adult
Word Yahtzee	Milton Bradley	word building	8 - adult
Yes and Know Invisible Ink Books	Lee Publications	readiness activities, word games, crossword puzzles, comprehension	3 - adult
COMPUTER GAMES			
Spelling B	Texas Instruments		
Little Professor	Texas Instruments	math	
Dataman	Texas Instruments	math	
Scrabble Sensor Word Game	Selchow & Righter		
Mr. Mus-i-cal		a musical math teaching machine that is a 4 function calculator +,-,x,÷	
Speak and Spell	Texas Instruments		

* *RESOURCE LIST OF STORES: King Soopers, Target, K-Mart, Sears, Montgomery Wards, Three Wishes Toy Stores, Tons of Toys, LaBelles.*

If you cannot locate a specific item at the above stores, refer to the Yellow Pages in the phone book for toy specialty stores. Book stores also carry some of the suggested items.

I-B. Parental Participation in Education (Continued)

3. Home Learning Activities for parent/child interaction:

The home can provide an ideal learning environment for children. It is important that parents realize the influence they have on their children and how vital their support and interest are in improving their child's school performance. In the secure environment of the home, children may ask questions at any time and usually have someone who will listen to them. Parents are often in a position to give individual assistance. Spare moments can be used to bring the parent and child closer while benefitting the child academically.

Parents are usually eager to help their children with learning activities when they have a specific idea of what to do. Sending home activities for the parent and child to work on together indicates to them that their support is necessary and important.

Activities to be sent home can be coordinated by the teacher, aide, or school counselor. Parents teach their children all the time. The school can play a role in helping parents teach by activities such as

At Home:

- Create a "How Parents Can Help" handbook which gives practical suggestions for home activities such as making out grocery list.
- Publish a monthly calendar of learning activities for each day to be done at home.
- Help parents who are nonreaders to prepare their children to learn to read.
- Have students interview their parents about how life has changed since their childhood.
- Make progress charts-one at school for the teacher and one at home for the child and parent.
- Suggest to parents ways to spend time with their children during the summer. Give them a list of community resources, places to visit, etc.
- Provide parents with packets of learning materials to use during vacations.
- Establish a district and schoolwide homework policy.
- Provide information on how to ask questions and discuss homework.
- Establish a "Homework Hotline" for parents to check on nightly assignments.
- Give parents packets to take home and start libraries.

RESOURCE MATERIALS:

- HOW TO STUDY
- HOW TO INVOLVE PARENTS IN CONTENT AREAS

HOW TO STUDY

Many books and pamphlets have been written on the topic of how to study. Some of these books are available from local libraries. A light enjoyable story, for instance, may be read rapidly, whereas a social studies assignment must be read very carefully in order to grasp the full meaning. In a similar manner, science or mathematical reading must often be read slowly and carefully, and may need to be re-read several times in order to get the full meaning. Parents should use the following suggestions to aid their children in developing POSITIVE work habits. The suggestions are of necessity, very general, but they should serve as a guide to better study habits. Additional information about studying is available at your parish or school library.

1. Have a program and follow it every day. Stay on task. There is no substitute for work!
2. Learn to concentrate. Practice for short periods at first, then for longer periods, with relaxation between periods.
3. Ask yourself questions and if possible do some reading aloud.
4. Read the lesson through rapidly at first. Get a hasty survey of the assignment. Read the second time with great care.
5. Use pencil and paper. Writing a statement helps fix it in your mind. Take brief notes as you study the lesson through the second time.
6. Look for main topics and sub-topics. Put these in outline form.
7. Practice review. It is well to review the previous assignment before starting a new one. Reviews pay big dividends.
8. Practice recall. Shut your book often and see how much of the paragraph or section you can recall.
9. Practice associations. Connect statements in the lesson with your own previous knowledge or experiences. Think of concrete examples.
10. Do not hesitate to use the dictionary.
11. Be independent. Do your own thinking. Study by yourself most of the time.
12. Aim to finish some assignments during school hours.

HOW TO INVOLVE PARENTS IN CONTENT AREAS

Parents are their children's first teachers and certainly should know their children best. It is imperative that they share in their children's education. Parents need to know what and how their children are doing in school. They need to know how they can extend effectively their children's learning time and help them reinforce and apply acquired skills and content learning.

Teachers need to provide an atmosphere that is conducive for developing an effective school partnership program. Three of the most important elements for meaningful parent involvement are first, the belief that low-income parents and parents of low educational achievers have the ability to contribute in significant ways to the education of their children; second, the recognition of the importance of the concern and willingness of educators to make a concerted effort to involve these parents in the development, support and assessment of effective parent-involvement activities; and finally, the awareness that children need to know that their home and school have their best interests at heart.

Educators alone cannot produce maximum learning. They must seek out and enlist families as active partners engaged directly and indirectly in the education of their children. These parents have a right and an obligation to become interacting partners with teachers in educational activities that benefit their children.

Parents As Partners In Content Area

I. Orientation/training: There should be a group conference of teacher, parents and students (for the first part of meeting, if feasible). This meeting is to be held after a meeting of parents of the entire student body, staff, and representatives of the district

A. Expectations-Concerns

1. Teacher

a. Schedule.

b. Homework assignment policy.

c. Discipline.

d. Utilizes special projects (fairs, field trips).

e. Communicate.

2. Parents: Write three concerns (things you want to keep, drop, add, change), then pair off with a person sitting next to you to discuss, compare and revise the "concerns." Next, join a neighboring group and discuss, compare and revise. Finally, hold a full group session.

B. Course work

1. Discussion

a. Review revised expectations/concerns.

b. Review syllabi for content areas.

c. Give a general description of teachers' strategies for each content area. Teachers would share their own strategies for continuity in developing academic skills.

2. Workshops-Teacher and Parents: Discussion and Modeling

a. Share children's daily school experiences.

b. Ways to extend learning time and reinforce learning are as follows:

1. Review, practice and reinforcement - reward correct responses.

2. Provide informal and formal enrichment and application of knowledge and skills in different situations.

c. Present special projects/tasks and the due dates.

II. Implementation: Parent Involvement Activities

A. General

1. School

   a. Encourage the use of teacher assistants for field trips, setting up laboratories, reading to children, listening to children read, checking and commenting on children's work assignments, monitoring class activities in different subject areas, using the VCR, library, etc.

   b. Tutor, small group, one-on-one.

   c. Have a guest speaker to share crafts/hobbies, vocation, vacation, experiences, etc.

   d. Assist educators with fairs (science, social studies, book), as well as with special activities such as Invention Day, Louisiana Day, etc.

2. Home

   a. Provide an atmosphere conducive for learning.

   b. Share child's day at school....use informal open-ended questions and really listen and comment in positive way.

   c. Monitor homework.

   d. Be ready to assist when needed and don't interrupt unnecessarily.

   e. Praise often! Be patient! Be interested! Be interesting! Be positive....expect success!!!

   f. Monitor and analyze TV viewing and peer activities.

B. Content Areas

1. Reading

   a. Read to and/or listen to children read...ask questions suggested in a study guide or ask your own questions.

    b. Visit public library often and encourage reading books and magazines on a variety of subject matter, but let the child make his own selection.
    c. Establish and adhere to a quiet family leisure reading time.
    d. Look over reading papers from school and discuss with children in a non-threatening manner.

2. Spelling
    a. Pronounce words clearly and correctly and have children repeat them.
    b. Practice looking at the word carefully and commenting on how it is spelled.
    c. Keep list of words they need to learn.
    d. Practice spelling new words independently.
    e. Keep dictionary in their study area to look up words.
    f. Help children make own dictionary of "demon" words that plague them.
    g. Play word game : Hangman, Junior Scrabble, etc.
    h. Design or help them design crossword puzzles with new and review words.
3. Writing
    a. Comment about neatness.
    b. Model correct formation of letters.
    c. Let your writing reflect good writing practices always.
    d. Ask them to write notes for you....to paper boy, milkman, etc.
    e. Encourage them to write creatively.

4. Language
   a. Model good sentence structure and grammar always and encourage them to do the same.
   b. Ask them to tell you how to....for practice in relating in proper sequence.
   c. Share experiences, books they have read, etc.
   d. Monitor their proofreading of all written work for correct spelling, sentence structure and punctuation, etc.
   e. Practice different ways of expressing same idea.
5. Mathematics
   a. Encourage children to attempt to solve problems and explain their procedures.
   b. Respect their approach at solving the problem if different from yours.
   c. Assist when needed.
   d. Avoid negativeness..."I could never do math either," etc.
   e. Play number games with them and challenge with number tricks, riddles, magic squares, etc.
   f. Involve them in using numbers for calculating money needed or spent, measuring recipes, figuring out utility bills, double-checking grocery tapes to see if they add up correctly, measuring the area for the patio, etc.
   g. Have mental drills on addition, subtraction, multiplication and division when children feel they've mastered these processes--(don't overdo it).

- h. Help children tell time, keep time, set the alarm clock, etc.
- i. Compute mileage on a trip.
- j. Check their completed work: point out correct work and praise; have children explain procedures for incorrect examples (if possible),...if not model sample problem, then let children work problem again, explaining as they proceed.

6. Science
   - a. Encourage children to ask questions and seek answers.
   - b. Watch TV specials with children and discuss.
   - c. Encourage "collections" and provide space for them.
   - d. Bring science into everyday occurrences--baking, moisture on outside of cold glass of water, etc.
   - e. Visit museums, zoos, science centers, farm, feed store.
   - f. Take tour along ditch, collect pond water, walk in the woods, observe night sky.
   - g. Set up aquarium or visit pet shop.
   - h. Watch weather report and discuss, predict, etc.; make instruments for measuring wind direction, read thermometer, keep records, identify clouds.
   - i. Ask often, "What do you think will happen if.....?"
   - j. Contribute to "materials" needed for science activities at school....shoe boxes, baby food jars, etc.
   - k. Encourage long term projects emphasizing careful observations and record-keeping.

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7. Social Studies

   a. Encourage locating Grandma's hometown and state on a map.
   b. Provide paper and pencil for drawing pictures of different "things" seen on the trip.
   c. Provide map puzzles, games, etc.
   d. Explore your block, your community - TV station, newspaper publication building, airport, courthouse, fire station, etc.
   e. Watch the local, state, and national news together and discuss.
   f. Subscribe to or check out news magazines such as National Geographic, Newsweek, etc.
   g. Encourage and help with individual projects.

8. Art and Music

   a. Provide materials and freedom to encourage creating rather than recreating/producing rather than reproducing.
   b. Ask children to share their works of art with you.
   c. Really appreciate the art work and respect his/her right to produce his/her own art forms...use critical judgment but don't be negative.
   d. Display art work on refrigerator door, bulletin board.
   e. Take children to junior art shows, arts and crafts centers, music festivals, museums.
   f. Encourage early interests in music and sing with children.
   g. Help children gather materials for art projects and provide space and time--Mardi Gras, Thanksgiving Day, Christmas, etc.

        h. Encourage involvement in art classes at recreation centers or elsewhere.

        i. Attend music programs with children at universities, civic centers, children's church/community choir.

9. Physical Education and Health

    a. Encourage qualities of good sportsmanship in "contests" at home - how to be a good winner and a good loser.
    b. Set up routines in personal hygiene early.
    c. Set up routines in sleep time, playtime, free time, TV time and home-work time.
    d. Provide balanced, nutritious diet.

These are some suggested educational activities parents can initiate and monitor at home to help extend their children's learning time and provide for meeting the individual needs of the children more adequately in all phases of the educational program. For a successful program all parties involved must be willing to assume their rights and responsibilities as parents and/or educator, administrator and student. Expectations, concerns and responsibilities must be spelled out beforehand. The lines of communication must be kept open. The school district must be prepared to address problems or concerns as they arise and to provide inservice for both teachers and parents. Encouragement and knowledge of childrens' progress must be a vital part of this program.

PARENTS AS RESOURCE PERSONS

Definition

A parent having particular skills, talents, or knowledge which he is willing to share with others is a potential resource person.

Rationale

Parents have been serving as resource persons to their children since their children were born. This valuable resource can be made available to other children if parents become involved as resource persons in the school setting. Parents who participate in this way can share their knowledge, talents, and skills with other children as well as their own. They may also be able to fill a role or provide information or talents which the teacher may not have. The sharing of parent resources provides all children learning opportunities which might otherwise be lost.

There are a multitude of ways in which parents can act as resource persons.

A. Parents are often aware of children's needs because of their knowledge of the customs, languages, mores, or traditions of the family or the community. This knowledge can be shared through the following:

   1. Language
   2. Music and dance
   3. Cooking
   4. Arts and crafts
   5. Literature
   6. History
   7. Clothing
   8. Games and sports
   9. Religion
   10. Walking trips to homes or other interesting places in the community
   11. Special events (Cinco de Mayo, Black History Week, etc.)

B. Children are better able to understand the occupations of their parents and others if, as resource persons, parents share their particular skills with children. This helps children to become aware of their parents in a different role and to appreciate parents' responsibilities outside of the home.

   1. They might demonstrate and/or talk about their occupations at school or at their place of employment. This could be done either for the entire class or a small group of children. It might become a part of a learning center featuring occupations.

   2. They could demonstrate a particular skill relating to their occupation.

   3. They could help the teacher collect materials relating to a certain occupation for use in a learning center.

SECTION I-C

PARENTING CLASSES AND PROGRAMS

I-C. Parenting Classes and Programs: Parents as Learners

This category of involvement represents the opportunities schools are giving parents to learn about the school program and to increase their skills in order to help their children. Parent education can include a multitude of topics such as child growth and development, the parent/child relationship, discipline, substance abuse, the legal rights of the child and parent, nutrition, family management, and numerous others. Its programs serve two large populations: present parents and future parents. Certain groups such as the single parent, the working parent, and the young parent have special needs to consider.

1. Workshops on Parents as Teachers

a) Make It-Take It Workshops

"Make It-Take It Basic Skills Activities Workshops" help parents become more effective teachers of their children at home, with special emphasis on home teaching materials that supplement the basic skills of reading and math. Parents are asked to bring any special materials that are needed, such as cans, magazines, scrap materials, and boxes. There should be samples of finished products available at the workshop. Enough time should be provided for explaining the how to's, the use of materials and home teaching tips; time should be allotted at the end of the workshop for parents to discuss how they will use the materials at home.

b) Small Group Discussion

A small discussion group with a knowledgeable leader may meet regularly to discuss parenting topics such as child growth and development, normal family crises, discipline, the working parent guilt syndrome. Different groups with varied interests can meet simultaneously.

c) Child Rearing Programs

Many schools offer parents the opportunity to participate in formal child rearing programs with an established curriculum. There are two successful programs:

1) Systematic Training for Effective Parenting (STEP)

STEP has been especially effective when used in a study group as a method of parent education. In a group, parents provide encouragement for each other; they share concerns and soon learn that their problems are not unique. Through discussions, they become aware that their own reactions and attitudes may have influenced their children's unacceptable behaviors.

STEP helps parents learn effective ways to relate to their children. By clarifying the purposes of children's behavior, STEP also helps parents learn how to encourage cooperative behavior and how not to reinforce their children's unacceptable behaviors. Parents discover that they are not necessarily the cause of difficulties with their children. When this burden of guilt is removed, parents are free to function more effectively.

A STEP parent education group can be led by a teacher, counselor, or any other person trained in the helping professions. It can also be led by a lay person, such as a parent activities coordinator, who is willing to study the materials and has the ability to lead discussions. A STEP leader does not have to be an authority on child rearing. The leader arranges the program for each session, starts each lesson, and facilitates group discussion. The program itself serves as the authority.

Information about course materials and cost can be obtained from American Guidance Service, Inc., Circle Pines, Minnesota, 55014.

2) The Bowdoin Method for Effective Parenting

The Bowdoin Method for Effective Parenting (Webster's International, Inc., 1976) is a parenting program for parents of preschool and first grade children which is published in both English and Spanish. The Bowdoin Method intertwines both the cognitive and affective areas. It employs the questions: (1) What (content), (2) How (techniques), and (3) Why (understandings)? The skills and attitudes are presented in sequence using a series of booklets. The attitudes and understanding (affective component) are listed on the left side and the skills (cognitive areas) are listed on the right side.

In addition to the booklets which are given to parents, there are filmstrips, activities, and games to accompany each booklet. A teacher's manual provides complete information for conducting each meeting. Ruth Bowdoin, in explaining the program, related that one of the problems she encountered early in her work with parents was how to get at "wrong parent attitudes without pointing an accusing finger at anyone." She found that role-playing is a superb way of achieving this. Therefore, many role-playing scripts are included. The program helps parents develop positive self-concepts and confidence in themselves as teachers of their own children.

d) School Meetings

Some schools hold special night or day sessions in which families receive information. A popular activity for these mini-workshops is making learning games for the home. Films such as the *Footsteps* series can be used effectively.

1) *Footsteps*: Television Series on Parenting

Footsteps is a series of half hour television programs on parenting. The programs were shown on educational television in 1979. The films and all materials are available for those who are interested in conducting a parenting course locally.

The *Footsteps* guide is free and contains a wealth of ideas for parents and resources which can be used for conducting parent workshops. Write to *Footsteps*, Consumer Information Center, Pueblo, Colorado, 81009, for a free copy.

Student guides and accompanying Teacher Manuals specifically designed to enhance the ongoing educational value of the *Footsteps* Television Series on Parenting are also available for use in junior and senior high schools, junior colleges, and adult education settings. Produced in an easy-to-use magazine format, this series of inexpensive curriculum materials provides readings and activities related to each individual program and offers a wide variety of discovery learning techniques--large and small group projects, individual research, puzzles, direct observation, role playing and investigative projects.

For use with parent and community groups, there is also a guide specifically developed for Group Discussion Leaders. This booklet uses the television programs as a spring-board for exploring parenting issues at a more in-depth level. Discussion questions and activities help parent group leaders relate child development knowledge to participants' own lives.

Further information for ordering requests for both the Student-Teacher Curriculum materials and the Discussion Guide may be obtained from University Park Press, 233 East Redwood Street, Baltimore, Maryland, 21202, or telephone (301) 547-0700.

Films and tapes of the *Footsteps* series are available for sale or rental through the National Audiovisual Center, General Services Administration, Washington, D. C., 20409. Attention: Reference Section.

e) Home-Based Programs

Some parents learn to provide an enriched home environment through the efforts of a home visitor. This qualified person visits at least once a week to provide inservice training for the family. Materials such as Daily Parent Guides are distributed; and, if needed, the visitor refers families to other community services. This type intervention program reports sustained gains by its young clientele.

f) Brown Bag Lunch

A popular activity is to offer short parent courses during lunch. Allow parents an opportunity to say "Hi" to their child. Young students always like to see their families at school.

g) Future Parents

Some schools may choose to offer students the opportunity to work with young children as part of their Family Life course. These schools would provide a campus preschool program.

h) Helpful Organizations

On a national level the March of Dimes, the International Reading Association, the Salvation Army, National Education Association, Southwest Educational Development Laboratory, the State Cooperative Extension Service, the National Parent-Teacher Association, many book publishers, the Federal government and numerous other organizations offer multiple inexpensive parent education ideas and materials. The Louisiana PTA is currently promoting a parent training course entitled Seminars for Parents on Adolescent Sexuality.

i) Visitors

Community members may participate in workshops regarding banking, consumer education, substance abuse, and any other areas in which parents have expressed interest.

j) Additional Strategies: Parents as Learners

School may wish to:

o Reassure parents that parental support does make a difference.

o Encourage parents to praise their child's successes.

o Set up Parent's Shelf in the school library of books and materials wich can be checked out by parents and used at home with their children.

o Provide parents with learning materials.

- Invite those who never come to school to come and observe the classroom; guide them in what to look for and discuss what they saw afterwards.
- Hold "Brown Bag" days in which parents and teachers meet on an informal basis for lunch. Parent gets firsthand knowledge of types of programs and skills the child is doing.
- Suggest parents shadow their student (jr./sr. high school) to experience a typical day.
- Organize field trips with parents and students together.
- Offer computer and family math programs where parents and students can learn together.
- Arrange athletic and academic contests between parents, students, and teachers.
- Provide specific information to parents on how they can help during parent/teacher conferences.
- Hold demonstration classes for parents and other citizens.
- Conduct a weekly class for parents, taught by the school nurse, on child health concerns.
- Help parents learn about community resources available to help them.
- Hold two to three hour seminars for parents on topics such as: "Helping Your Child Learn," "How to Help with Homework," "Coping with the Junior High Child," "Living with a Teenager," "Self-Esteem and Encouragement of Your Child."
- Provide an opportunity for parents to get together with other parents for discussions about school problems.
- Invite parents of a child having difficulties to meet with staff to explore ways to help and to use preventive techniques.
- Link up parents of expelled or suspended students with parents who have successfully dealt with similar problems.
- Conduct surveys and provide parents with research on such things as average hours of sleep per night by grade, average hours devoted to homework, television viewing, etc.
- Organize a "Community School" to allow people of all ages to use your school for special interest classes, meetings, and recreational activities.
- Find out location of Adult Basic Education or GED classes for parents who need to complete their education.

- Offer English as a Second Language class and other adult classes at your school. This helps parents feel comfortable at school so that they become involved.

- Involve parents in discussion about junior high school while their children are still in elementary school. Do the same for junior high parents before their children reach high school.

- Hold high school department seminars for parents to help them help their children gain most from particular course offerings.

Source: Boren, 1984, Chrispeels, 1986, Colley, n.d., Community Education Section, 1985, Community Services Office, n.d.

RESOURCE MATERIALS:
PARENT EDUCATION

* BIBLIOGRAPHY OF PROGRAMS AND REFERENCE MATERIALS

Resources

Parents are Teachers Too!
Peninsula Publishing, Inc.
P. O. Box 412
Port Angeles, Washington 98362

Helps parents teach their preschool children concepts they should acquire before entering elementary school.

What to Teach Your Child: A Handbook for Parents of 4-6 Year Olds
Continental Press, Inc.
Elizabethtown, Pennsylvania

Your Child--From Home to School
National Association of Elementary School Principals
and National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia 22209

Child Development in the Home
Fun in the Making
U. S. Department of Health, Education, and Welfare
Office of Child Development
Washington, D. C. 20013

Partners in Education: Parent and Teacher Series:
Turn Your Child on to Books (ages 3 - 6)
Preparing Your Child To Read (ages 4 - 7)
About a Very Special Person--Me (ages 6 - 8)
Learning Starts at Home (ages 3 - 9)
Home and School: A Partnership (ages 3 - 9)
Seeing, Listening, Feeling, Tasting, and Smelling (ages 3 - 9)
Alternatives to TV (ages 3 - 9)
Preparation for Learning (ages 3 - 8)
Prentice Hall Learning Systems, Inc.
P. O. Box 527
San Jose, California, 95106

Parents as Resources
Recipes for Fun (ages 2 - 7)
More Recipes for Fun (ages 3 - 11)
Still More Recipes for Fun (ages 3 - 11)
464 Central
Northfield, Illinois, 60093

Series for Parents: Booklets for Parents
Teaching Ideas for Parents to Use with Their Children
Preventive Dicipline
Job Information for Parents and Students
Communication with Teenagers
Learn How to Study
Moreno Educational Company
7050 Belle Glade Lane
San Diego, California, 92119

Enjoy Your Child Series
Enjoy Your Child at Home and School
Enjoy Your Child at Home
Enjoy Your Child
Educational Planning and Product Development Company
7416 Twin Brook Circle
Chattanooga, Tennessee, 37421

Who? Me? Teach Reading?: A Program for Parents of Elementary School Children
Kenneth Clause
333 Quail Hollow Road
Felton, California, 95118

"A Parent-Teacher Conference"
"Teaming Up On School Dicipline"
"A Parent's Guide to That First Day at School"
"A Parent's Guide: Helping Your Child Learn"
"A Parent's Guide to Standardized Aptitude and Achievement Testing"
National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia, 22209

2. Parent Involvement Conference

A parent involvement conference, in contrast to a workshop, involves a number of speakers, concurrent workshops, and probably a luncheon or dinner. There are suggestions for planning a conference as follows:

a) Location

The conference can be held in a school, college, or community facility. Conferences in a motel or hotel can be expensive but if group meals are provided by the hotel or motel, meeting rooms may be provided without cost. Some motels and hotels will also provide meeting rooms free of charge if enough overnight guest rooms are used by persons attending the conference.

b) Developing the Conference Topics and Workshops

A needs assessment should be conducted to find out what topics are of most interest to parents. Some sessions can be actual workshops where parents make things to use with their children; others might be more informational in nature. Parent advisory council members will probably be interested in sessions dealing with how to make advisory councils more effective. Providing a variety of sessions and workshops will insure that everyone's needs will be met. If sessions for the entire group are planned, good keynote speakers are essential; they provide the inspiration and set the tone for the conference.

Conference details should be well-planned in advance. Provisions for babysitting and transportation for parents should be considered if they are necessary for parents to attend.

c) The Program

The program should be attractive and easy to read. The scheduled time slots, workshops, and room locations should be clear. A brief summary of each speaker's presentation will help participants decide which workshop(s) they wish to attend. Programs should be made available beforehand if possible. Note-pads should be provided or space made available in the program to take notes. The evaluation form should be separate or easy to detach from the program.

d) Publicity

Informing parents through a variety of media will insure a good attendance. Flyers can be sent home with children and posted on bulletin boards. Announcements should be made in the school, district or local newspaper, and through radio and television spots.

e) Conference Day

Several people working the registration table prevent lines from forming. Name tags should be used. Hosts and hostesses should provide directions and answer questions; they should also check each speaker's room to assure that everything the speaker needs is available. Signs to indicate times and speaker should be posted on workshop doors. If workshop rooms are spread out, maps should be provided or directions given at the opening sessions.

Morning and afternoon coffee, tea, and soft drink breaks should be scheduled. Coffee and other drinks should be available in a central location, such as a hallway, throughout the day.

Door prizes, such as books on parenting or materials for children, add interest to the conference.

Evaluation forms should be completed and turned in so that planning for future conferences can consider the comments and suggestions of parents.

3. Courses or Seminars for Parents

Some LEAs have had success with parent education courses and seminars. Parents are often involved with work, home, and children; but many of them feel a need to learn more about parenting. A seminar topic for parents of teenagers might be "Communicating with Your Teenager," "What You Can Do At Home to Encourage Your Teenager to Read," or "Helping Parents of Teenagers to Cope."

There are a few published programs available but some teachers prefer to develop their own parent education program. One way to discover topics of interest to parents is to conduct a needs assessment or interest survey. Parents with older children will be interested in different areas than parents of young children. The problems created by being a single parent and divorce and its effects on children also create special needs. For teachers who want to conduct their own program, there are a number of resources available. It is also possible to invite guest speakers to do presentations.

Resources

Harriet Parker
Colorado Institute for Parent Involvement
1235 York Street
Denver, Colorado, 80206

Metro Center for Parenting Education
Metropolitan State College
1106 11th Street
Denver, Colorado, 80204

Reading: How The Parent Can Help
Division of Elementary Education
Board of Education
New York, New York

SECTION I-D:

WAYS TO INVOLVE PARENTS IN SCHOOLS

I-D. Ways to Involve Parents in Schools

1. Volunteers in the Classroom

Overview

Volunteerism is an excellent method by which schools today can combat inflation and declining resources. Volunteer programs extend the educational dollar by lowering the adult/pupil ratio, offering remedial and enrichment opportunities to students, and allowing for individualized programs. Evaluations of school volunteer programs report substantial gains by participating students. Every school can be enriched by volunteers and every child can be helped by those who care.

A successful volunteer program is based upon the following components: school staff planning and organization; recruitment, placement, orientation and training of volunteers; and program evaluation.

a) School Staff Planning and Organization

Like all other school programs, effective volunteer programs should be well-organized and managed. There are essential steps to be considered before the first volunteer is recruited.

1) Assess the school's level of awareness and the school's needs. Determine the system's level of support for volunteer programs. The education of school staff may be desired. Survey staff to determine their needs and to find in what areas volunteers could assist them. These ideas will at some point have to be matched with the needs and interests of parents and other potential volunteers.

2) Establish the goals for the program.

3) Establish school policy regarding volunteers (Attendance requirements, sign-in procedures, rights and responsibilities, etc.).

4) Decide who will coordinate your program and develop a job description. A school volunteer coordinator may be either a parent, a community volunteer, or a member of the regular school staff.

5) Establish a program for the recruitment, recognition and retention of volunteers. A job description for all positions will be necessary and should include the assignment, its objective, time requirement, duties, training and qualifications. A plan for recognizing volunteers is crucial to program maintenance and success.

6) Establish a program for the placement, orientation and training of volunteers.

7) Plan a system of program evaluation.

8) Plan a program budget. (Basic costs will be for general office supplies, some office equipment, telephone services, resource materials, workshop and publicity.)

b) Recruitment

A volunteer recruitment plan must be structured to meet the needs of the school. Although a one-term campaign is essential, recruitment must be considered a year-round activity needed to fill new needs. Schools can use three strategies to locate volunteers.

Individual recruitment in which a direct, personal appeal is made, is the most effective means. This method is especially suited for new programs, as persons recruited are usually ones with previous volunteer experience. Public or mass recruitment may be used for established programs since it attempts to reach large numbers of people to fill many needs. The third type is delegated recruitment where another organization takes recruiting responsibility for the school. Many times service clubs, church groups, the PTA or local volunteer bureaus are looking for a project and would be willing to assist. Volunteers may be parents, grandparents, school alumni, local college and university staff and students, senior citizen groups, etc.

c) Placement

The best school volunteer will not remain long in a program if he or she is poorly placed in an assignment. The volunteer's skills, capabilities and wishes must be matched with the needs of the school and the teacher. In proper placement procedure, an interview between the Volunteer Coordinator and applicant is held.

d) Interviewing Guide for the Volunteer Coordinator

--Review information about the applicant before she/he arrives.
--Inquire about the volunteer's interests and abilities.
--Have applicant complete a registration card with background information.
--Inform the applicant of volunteer opportunities.
--Tentatively decide on volunteer's placement and assignment.
--Conclude with appreciation and reminder of next steps.

e) Orientation and Training

Following placement, volunteers need to participate in orientation and training. Orientation is the process of providing an introduction to the program and should be required for everyone. Training is the process of providing the particular knowledge and skills for the assignment. Special skills and/or instructional methods are taught.

Volunteer orientation may be held either at a central location for all system volunteers or at one school for its own workers.

f) Orientation Session

--Introductions of superintendent or principal, volunteer coordinator, and staff members
--History of the volunteer program
--Objectives of the volunteer program such as needs of the school, types of help requested
--Health and safety policies of the school
--School rules such as sign-in procedures, lunchroom policies, parking areas
--Teacher/Volunteer relationships and what volunteers do and don't do
--Specific training provided
--Tour of the school
--Question and answer period

It takes time and energy to provide adequate volunteer training but this investment is vital to program success. The training program should be geared to the needs of each volunteer activity.

g) Training Topics to Cover

--Instructional curriculum
--Use of learning materials/strategies/games
--Needs of the students and skills to be developed
--Necessary student background information
--Tips for working with specific students
--Effective listening skills
--Special problems within the class
--Classroom routines and procedures
--Work areas
--Specific duties of the volunteer's job

h) Orienting Teachers to Volunteer Needs

Volunteers can be effective only as part of the educational team; teachers are the other part of the team. Some teachers have never supervised other adults in a classroom; therefore, they may need help to learn ways of utilizing volunteer services. The best trainer of teachers is another teacher or principal. Teachers may need assistance in areas such as preparing children for a volunteer in the classroom, delegating responsibility, establishing a strong teacher/volunteer relationship, methods for training the volunteer, and ways to show appreciation to the volunteer.

2. Parents as Supporters: This is the traditional role that many parents have played. Such activities as raising funds for the school, attending open-house or student performances, chaperoning field trips, conducting campus clean-ups or organizing a book fair are ones with which both parents and teachers tend to feel most comfortable. The school should set a goal to have all parents involved in at least one support activity during the course of the year.

The school may use parental assistance in some of the following ways:

- Recruit and train parents to provide a wide range of volunteer services--lunchroom monitoring, paper grading, chaperoning field trips, resource person in classroom, and tutoring.

- Train parent volunteers to compile and create bilingual materials to be used by classroom teachers.

- Ask parents to assist in special clinics or counseling area.

- Have parent helpers in the library to permit it to be open more hours.

- Have parent volunteers to assist with producing Fine Arts productions.

- Use parent volunteers in class to help those who are not helped at home.

- Establish a classroom speaker's bureau with parents or relatives of children sharing their experiences, hobbies, job information, etc.

- Tap into unique abilities and skills of parents for special interest and after school classes for children such as arts and crafts, foreign language, dance, drama, hobbies, physical exercise, etc.

- Use parents as field trip helpers and observers.

- Solicit help of room fathers and mothers with book fairs, bicycle rodeos, carnivals, breakfasts, etc.

- Offer after-school, extended-day programs with time allotted for homework.

- Start "Saturday Clubs" to provide enrichment programs, film showing, family recreational activities, etc. at the school.

RESOURCE MATERIALS:

* USING PARENTS AND COMMUNITY PERSONS TO ENRICH

* RESOURCE PERSON INVENTORY

USING PARENTS AND COMMUNITY RESOURCE PERSONS TO ENRICH CHILDREN'S LEARNING

A Parent or Community Resource Person "teaches" in relation to the work he/she does, for example:

--- automobile mechanic
--- carpenter
--- barber/beautician
--- chef/cook
--- pet shop attendant
--- legislator
--- rancher
--- taxidermist
--- fireman
--- secretary
--- sales clerk
--- printer
--- candy maker
--- author
--- photographer
--- scientist
--- travel agent
--- zoo keeper
--- forest ranger
--- dietician
--- stone mason
--- cake decorator
--- electrician
--- reporter
--- biologist
--- cattle rancher
--- dairy farmer

INTERESTS/HOBBIES

--- cooking
--- growing flowers
--- studying local history
--- visiting museums
--- improving environmental conservation
--- working with boys'/girls' clubs
--- making trips to historic places
--- cake decorating
--- making hand puppets
--- skiing
--- keeping historical scrapbooks
--- astronomy
--- collecting coins, rocks, stamps
--- quilting
--- macrame
--- painting
--- canoeing, kayaking
--- training animals

TALENTS, SKILLS, and ABILITIES

--- painting a house
--- playing a musical instrument
--- driving a truck
--- weaving a rug
--- calling a square dance
--- speaking a foreign language
--- gardening
--- pottery
--- photography
--- storytelling
--- magician
--- flying an airplane
--- sculpting
--- glassblower
--- skydiving
--- balloonist
--- ice skating
--- stained glass
--- window designing
--- leather work

RESOURCE PERSON INVENTORY

Resource Person ______________________________ Date ____________
(last name, first, PLEASE PRINT)

Home Address __________________________________ Phone __________

Business Address ______________________________ Phone __________

Occupation--This is what I do for a living ________________________

Description--This is the work I do ____________________________

Other Jobs--Other work I have done ____________________________

____

Things I could tell or show _________________________________

____

Interests/Hobbies (things and activities I enjoy doing) ______________

____

Skills/Talents (skills and abilities I have) ______________________

____

Experiences (things I have done or seen that are rather special or unusual)

____

____

____

____

Availability

Please contact me at: Business ________________ Home ________________

I prefer to come to school _____

I prefer students to visit place of business _____

RESOURCE MATERIALS: VOLUNTEERS IN THE CLASSROOM

- 76 WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY LEVEL
- WAYS VOLUNTEERS CAN HELP AT THE SECONDARY LEVEL
- WAYS WORKING PEOPLE CAN HELP AT SCHOOL
- WAYS TO SHOW APPRECIATION TO VOLUNTEERS

76 WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1. Tell stories to children.
2. Listen to children read.
3. Conduct flash card drills.
4. Provide individual help.
5. Assist in learning centers.
6. Set up learning centers.
7. Help contact parents.
8. Reproduce materials.
9. Work in clinic or library.
10. Check out audio-visual equipment.
11. Practice vocabulary with non-English speaking students.
12. Make instructional games.
13. Play instructional games.
14. Play games at recess.
15. Assist with visual tests.
16. Prepare visual materials.
17. Develop programmed materials.
18. Grade papers.
19. Prepare bulletin boards.
20. Help with book fairs.
21. Work with underachievers.
22. Reinforce Dolch words.
23. Help select library books.
24. Assist with field trips.
25. Make props for plays.
26. Set up or run bookstore or book exchange.
27. Gather resource materials.
28. Help children learn to type.
29. Help children with arts and crafts.
30. Help with cooking projects.
31. Check out books from public library.
32. Set up experiments.
33. Take attendance.
34. Collect lunch money.
35. Escort children to bathroom, library, cafeteria.
36. Work on perceptual activities.
37. Make list of library resources.
38. Visit a sick child at home.
39. Work with a handicapped child.
40. Prepare teaching materials.
41. Record grades.
42. Supervise groups taking tests.
43. Discuss careers or hobbies.
44. Show a filmstrip to a group.
45. Help young children with walking on a balance beam, jumping rope or skipping.

46. Reinforce learning of alphabet.

47. Reinforce recognition of numerals.

48. Drill recognition of color words.

49. Talk to children--be a friend.

50. Help children with motor skill problems.

51. Help children learn foreign language.

52. Play a musical instrument.

53. Help students who play instruments.

54. Make puppets.

55. Dramatize a story.

56. Help with handwriting practice.

57. Set up "grocery store" to practice math skills.

58. Drill spelling words.

59. Make reading carrels from boxes.

60. Tell stories
    - o with puppets and
    - o with flannelboard.

61. Assist with singalongs.

62. Show slides of
    - o life in other countries,
    - o parts of United States,
    - o crafts and
    - o games.

63. Discuss care and training of pets.

64. Demonstrate different artistic abilities.

65. Discuss life from the point of view of a person with a handicap and the importance of understanding others.

66. Discuss different handicaps.

67. Discuss attitudes, feelings and emotions.

68. Share ethnic backgrounds and experiences.

69. Discuss farm life and farm animals.

70. Demonstrate gardening skills.

71. Help prepare assembly programs.

72. Discuss holidays and special occasions.

73. Discuss aspects of safety.

74. Share information about local history.

75. Demonstrate pioneer crafts.
    - o weaving,
    - o candlemaking,
    - o soapmaking,
    - o musical instruments and
    - o toys and dolls.

76. Assist in preparing various courses such as
    - o photography,
    - o creative dramatics,
    - o knitting and
    - o square dancing.

Source: Little Rock, Arkansas Volunteers in Public Schools

WAYS VOLUNTEERS CAN HELP AT THE SECONDARY SCHOOL LEVEL

Use these ideas as starters.

1. Volunteers who are native speakers from other countries and people who speak a foreign language fluently can give language students extra practice in conversation or discuss the literature that advanced language students are reading.
2. Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities and college selections.
3. Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as the bombing in London during World War II, the Nazi holocaust, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.
4. Volunteers can help students use library sources and assist with research projects.
5. Volunteers can assist teachers in gathering resources for units of study.
6. Volunteer nurses may extend the work of the school nurse; for example, they might help teach cardio-pulmonary resuscitation to health classes.
7. Volunteers can tape record textbooks so that students who have reading problems may listen to cassettes as they read their assignments.
8. Volunteers can prepare tactile materials for visually impaired students--using large print typewriters, Braille machines, etc.
9. Volunteers can assist in science and math laboratories.
10. Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.
11. Volunteers can accompany the school chorus and help build sets for the school plays.
12. Volunteers who are artists and performers, such as musicians and dancers, can assist and encourage students who aspire to careers in fine arts.
13. Volunteers can arrange meaningful field trips into the community to augment class learning.
14. Volunteers can share collections, discuss careers, travels, hobbies, and other areas of special knowledge.
15. Volunteers can sponsor school clubs and interest groups.
16. Volunteers can assist with audio-visual equipment maintenance and scheduling, and with production of video cassettes and other AV products.

17. Volunteers can assist the staffs of student publications: yearbook, literary magazines, newspaper.

18. Volunteers can produce a parent-teacher newsletter to inform parents of students and school achievements and activities.

19. Volunteers can assist teachers in academic subject matter areas.

20. Volunteers can assist special education teachers, giving students extra drill and reinforcement of concepts.

21. Volunteers can assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.

22. Volunteers can help students who need to make up missed work.

23. Volunteers can supervise students who are taking tests.

24. Volunteers can assist non-English speaking students in expanding their vocabularies and improving conversational skills.

25. Volunteers can share slides and artifacts from other cultures and countries as well as from different sections of the United States.

26. Volunteers might share their own experiences, such as what it's like to be a handicapped person and how the handicap impacts on relationships and career choices.

27. Volunteers can demonstrate a variety of artistic abilities.

28. Volunteers from various ethnic backgrounds might share their individual life experiences.

29. Volunteers can assist in organizing a college fair.

30. Volunteers can assist in organizing a career exploration day or week.

Source: Little Rock, Arkansas Volunteers in Public Schools

WAYS WORKING PEOPLE CAN HELP AT SCHOOL

1. Saturday work parties may include beautifying the school yard, building playground structures, planting shrubs or trees and painting murals.

2. Saturday field trips can cover greater distances than on a school day. Adults can share with the children in learning and teaching.

3. Serve as a resource volunteer regarding various kinds of jobs such as policeman, fireman, baker, truckdriver, etc. or other areas of specialized knowledge.

4. Work on a school newsletter gathering news, editing, typing or stenciling.

5. Help with a fund-raising project held on a weekend: car washes, cake sales, bazaars, carnivals, barbeques, flea markets and garage sales.

6. Take a "business person's lunch" and play in the yard with youngsters during lunch hour.

7. Make educational games at home or during "make and take" sessions - game borads, drill cards and learning centers.

8. Collect materials of any type for art project: wallpaper, free materials, paper, wood, crayons, cloth, etc.

9. Post a school volunteer recruitment poster on one's shop or store.

10. As resource assistance, contact people who can assist the school program in various ways.

11. Get released time from employers.

12. Take pupils on a tour of working parents' shops or business during the school week or on the weekend.

13. Write down ideas regarding art projects or enrichment programs and share them with a school or academic supervisor.

14. Attend PTA or parent group meetings. All parents should be encouraged to support these groups.

15. Help with a potluck dinner. Each family brings food to reflect their ethnic heritage.

16. Type PTA newsletter, general school notes, proposals, classroom assessment projects, etc.

17. Take a day off to show slides or pictures from one's private collection. People often have slides from trips they have taken around the country or world. They can also bring in the souvenirs they brought home.

18. Repair toys and classroom materials. Teachers may not have the skills or equipment to do this.

19. Sew costumes for role play or shows, pillows for rest time and puppets.

20. Do woodwork at home. Build room dividers, learning centers or electric-boards out of scrap wood and cardboard.

21. Ask friends, relatives or local strangers to volunteer. All of us can be recruiters of volunteers. How about Grandma or Granddad or your friends at work.

22. Tutor a child in an after school/nighttime tutorial center. Check with the school for specific programs and hours.

23. Make attendance calls. Phone the parents of students who miss school to make sure they are aware of the child's absence.

24. Babysit. Offer occasionally to keep the children of parents who are willing to participate in a special school project or event.

25. If you still need ideas, ask a principal or teacher how you can help after school is out for the day.

SOURCE: Little Rock, Arkansas Volunteers in Public Schools

WAYS TO SHOW APPRECIATION TO VOLUNTEERS

1. Greet the volunteer by name; encourage students to use volunteer's name.
2. Thank the volunteer personally each day, noting special contributions.
3. Set a time to talk with the volunteer when children are not present; speak briefly with the volunteer each day before departure.
4. Celebrate the volunteer's birthday, and encourage students to write occasional thank-you notes.
5. Use the volunteer's special talents, knowledge and interests in assigning tasks.
6. Give the volunteer increasing responsibilities and more challenging tasks.
7. Share articles and books of mutual interest such as articles/books on child development, learning styles, or content area in which the volunteer works.
8. Include the volunteer when planning class activities.
9. Include the volunteer in staff meetings and in-service training when appropriate.
10. Send a letter of appreciation.
11. Take the volunteer to lunch.
12. Call or write when the volunteer is absent or ill.
13. Invite experienced volunteers to train newer volunteers.
14. Seek training opportunities for the volunteer, perhaps by providing a PTA scholarship to a volunteer conference or workshop.
15. Write an article on the volunteer's contribution for your volunteer newsletter, school newspaper, or community paper.
16. Ask the volunteer coordinator or school community relations staff person about a feature story on volunteers for the newspaper, radio or TV station.
17. Nominate your volunteer for a volunteer award.
18. Celebrate outstanding contributions or achievements.
19. Commend the volunteer to supervisory staff.
20. Ask volunteer to help evaluate program and suggest improvements.
21. Ask the children to evaluate the performance of volunteers; share their comments with the volunteer.

22. Help plan a recognition event, an assembly, reception, or luncheon; invite the superintendent, school board, administrators, parents, and community leaders.

23. Accommodate the volunteer's personal needs and problems.

24. Enable the volunteer to grow on the job.

25. Write a letter of recommendation when the volunteer requests it.

...from *In-Service Training Models*, developed by the National School Volunteer Program/National Education Association Teacher Training Task Force.

3. Parent Cooperative Program

The cooperative program is an extension of using volunteers in the classroom. It is a means of organizing parents into a defined program. Parents agree to work a certain amount of time each month in the classroom and attend regular planning meetings. In the cooperative concept, each family donates a specific amount of time to the program each month. The plan does require considerable time and energy on the part of the teacher. However, for programs not having the assistance of paid aides, the benefits justify the time expended.

The idea for the parent cooperative program comes from the success of preschool parent cooperatives which have been formed in great numbers across the United States and Canada. Many cooperatives have begun because they provide a unique opportunity for parents to learn and develop while providing the early education their children need.

Preschool parent cooperatives provide the rich and happy environment young children need for optimum development. The characteristic element is the parents' cooperation in the education of the children, for the parents serve as teacher assistants.

Typically, each parent, after preparatory education, devotes one morning per week assisting the teacher in charge. In addition to preliminary education, the parent also receives continuing inservice training.

Preschool cooperatives have shown that what parents gain in both skill and understanding is immediately reflected in the well-being of the children.

Katherine Whiteside Taylor's book, *Parents and Children Learning Together* (Teachers College Press, 1968), provides a comprehensive treatment of parent cooperatives for preschool children. The ideas for working together can be adapted to other levels. For example, elementary or high school parents may be involved in "fixing up" the school and school grounds. Work with parents to construct a checklist of needed items and changes to improve the school's appearance and create a stimulating environment for children. Send the list to parent helpers to find out who wants to do what and when. Match materials/helpers/tasks to be done at a time convenient for parents. Set out a coffee pot and refreshments to keep spirits high. Frequently, parents know who to contact in the community for carpet remnants, plants, and furniture. Parents with carpentry skills can make bookcases and other items for the school. Classrooms with spool tables, a puppet theatre, a loft, a tree house, or a bathtub for individual reading will greatly appeal to children.

Resources

The Home-School Interaction Council, Box 31, Middle Tennessee State University, Murfreesboro, Tennessee 37132. The council offers a periodic newsletter and quarterly magazine as well as a variety of activity materials.

Illinois State Department of Education. *Because They Care: A Resource Manual for Volunteer Programs.* Available from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22109; ED130 250.

Benjamin DaSilva and Richard D. Lucan. *Practice School Volunteer and Teacher-Aide Programs.* Prentice-Hall Inc., Englewood Cliffs, New Jersey 07632. Includes chapter on using volunteers in reading.

Bibliography and "Success Stories." National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, Virginia 22314.

Oregon State Department of Education. *A Manual for Developing a Senior Citizen Teacher-Aide Program.* Available from ERIC Document. Reproduction Service, P. O. Box 190, Arlington, Virginia 22210; ED132139. Based on experiences with Project SAVE--Senior Aide Volunteer Educator.

Leonore Sleisenger and Jeannette Veatch. *Guidebook for the Volunteer Reading Teacher* (revised edition). Charles B. Slack, Inc., 6900 Grove Rdl, Thorofare, New Jersey 08086.

Volunteers in Education: A Handbook for Coordinators of Volunteer Programs (revision of *ABC's: A Handbook for Educational Volunteers*). Available from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210 ED117341.

Sidney Rauch. *Handbook for the Volunteer Tutor.* Newark, Delaware, International Reading Association.

United States Office of Education. *Volunteers in Education: Materials for Volunteer Programs and the Volunteer.* Volunteers in Education. Washington, D. C. U. S. Government Printing Office.

4. Parent Advisory Council

A parent's group can make a positive contribution towards improving conditions in school. Parents do have rights in the education of their children and they can do much to enforce and extend these rights by organizing. Parents who want their group to be effective may have to start organizing from the ground up; their school may have no parent group. They may have to revitalize a group that has become lifeless or they may have to work to redirect the energies of the existing parent organization.

a) Organizing a Parent Council

1) The First Planning Meeting

One way to ensure the success of the first meeting of your Parent Advisory Council is to do as much advance planning as possible. Many of the problems that come up during a meeting can be avoided with some forethought. A planning session is one tool that many parent groups find useful. Prior to the orientation or first formal meeting of your council, parents presently involved in the program, active community people, staff members and administrators should meet to work out the specific details of this first meeting.

2) Develop an Agenda

Develop an agenda for the orientation meeting and all subsequent meetings that clearly specifies what will be discussed, when and where. Never hold a meeting just for the sake of meeting.

3) Date, Time, and Place

Try to set meetings at a time and place convenient to most members. Hold parent meetings at a regular time and location so that members can plan accordingly. Also, if your group meets during the day, consider holding occasional evening meetings so that working parents can attend.

4) Chairing the Meeting

The last chairperson available should chair the orientation meeting. If, however, none of the previous officers are available, a returning or former parent may serve as chair. The chairperson in either case should be someone who can help the meeting flow smoothly, make new parents feel at ease, draw out questions, and handle unforeseen incidents.

5) Subject and Speaker

Parents are more likely to attend meetings if the topics planned interest them. The material to be presented must cover certain areas but don't overwhelm the parents. Your goals at this first meeting should be to get parents interested, make them want to participate, make them feel a part of the process and allow them opportunities to get to know other parents and ask questions about the school.

The guest speaker at the first meeting will, of course, depend on the topics selected and availability of resource personnel. Local school staff or district administrators make excellent resources.

6) Informing the Public

Develop alternate ways of notifying parents and the general public of your first council meeting; don't depend on just one method. Volunteers at the planning session can write notices to parents, announcements for radio and television stations and newspapers, or make posters for schools, local businesses and other places in the community. Check with newspapers, television and radio stations to find out the deadline for submission of announcements. Many stations let individual members of parent groups make their own announcements.

Notify members of the orientation meeting in writing at least one week in advance and follow up with telephone reminders. If possible send a copy of the agenda so members can come prepared. Always indicate meeting date, time, and location. The methods you select should be effective.

7) Meeting Place Arrangement

The arrangement of the meeting room should be comfortable to adults and conducive to group interaction. The room should be well-lit and ventilated, large enough for two or more small group discussions. Select persons responsible for resource and refreshment tables, audio-visual equipment, attendance taking, etc., during the planning session.

b) The Orientation Meeting

The basic purpose of this first meeting is to familiarize parents with each other and the school program. The atmosphere should be congenial, open, and, most of all, informative.

Techniques for Conducting a Council Meeting

--Start meetings on time and limit them to perhaps one and one-half hours.
--Have an agenda prepared and state the purpose of the meeting clearly.
--Time your topics so that the meeting "flows." Discuss one subject at a time. Don't stay on one subject so long that the meeting must be extended or the rest of the agenda ommitted. The meeting pace should satisfy the entire group.
--Solicit views from all persons present--parents, teachers, principals, staff. Take into consideration different points of view. Don't ignore or disregard another person's opinion. Majority opinion is sought but the minority should have the right to present its case.
--Stress cooperation, not conflict. Each proposal should be freely debated with meaningful discussion. Go from a problem to a solution. If a solution can't be reached at this meeting, plan to have one for the next meeting.
--Use terminology and language that everyone can understand.
--Be sure to summarize frequently what has been discussed.
--At the close of the meeting, review all decisions reached and plans made concerning the council, school board, or central office.

1) Parliamentary Procedures

Each council should adopt a set of rules or parliamentary procedures to govern the meetings. Written or formal rules help people work together better. They should not stop the group from suggesting ideas or making decisions. If meeting rules supress the group, the rules should be changed. Parliamentary procedures may be taken from any number of sources. Robert's Rules of Order is available in most public libraries and is an excellent authority.

2) Recordkeeping

Minutes are a record of what is done and said at a meeting. They should be kept in a permanent book and always include the name of the group, date, place and time of the meeting, name of presiding officer and secretary, and names of members present. Minutes should also objectively report, without personal comment, all business transacted and motions passed. Rewrite them as soon after the meeting as possible and make sure they are signed by the secretary.

3) The Second Planning Session

Planning an agenda for the second meeting of your parent council should begin after evaluating the effectiveness of your first (orientation) meeting. Some things that should be reviewed include:

--Were the group's goals advanced?
--Was attendance good? If not, how can it be improved?
--Were common values and good feelings for one another developed?
--Were any problems unsolved or questions unanswered in the first meeting?

The purposes of your second or organizational meeting are to review election procedures, establish by-laws and set annual objectives.

Each of these areas can be quite time consuming. Consequently, in your second planning session develop presentation methods that encourage maximum participation and break the monotony or boredom that usually sets in during meetings.

Remember: Parents who work or have other demands on their time must allocate it carefully and should not be criticized if they are not as active as others. Recognize that there will be different degrees of participation and that all are valuable if properly utilized. There will be the extremely active parents who will probably keep the organization going day-to-day, the occasionally active ones who can be called on for special projects, and those who do not attend meetings but are willing to do specific tasks at home.

c) The Organizational Meeting

1) By-Laws

By-laws are the rules of operation for your group. They tell each member how the organization operates, its purposes and restrictions; but, they are not untouchable. They should be reviewed yearly and provisions for amending by-laws should be specially stated. Every parent should have a copy of the council's by-laws and should be notified when changes have been made by the majority.

Specifically, by-laws should state the following:

--The name of the organization.
--The purpose of the organization.
--Who can belong?
  How are members elected?
  What are the voting rights of members?
  How can a member be removed?
--The organization's officers and their roles.
--Standing committees and their functions.
--When and where meetings are held.
  How are special meetings called?
  How are members notified of meetings?
  What makes a quorum?
  What percentage must approve an action?
  What are the rules of order?
  Are meetings open to the public?
--How can by-laws be amended?

2) Officers and Their Roles

Basic officers of your council should include a Chairperson, Secretary, Treasurer, and Parliamentarian. Depending upon the size of the council, the officers may also include a Vice-Chairperson, Assistant Treasurer, Librarian, etc.

These positions should be filled by persons who have the desire and time to serve. The right combination of fairness, open-mindedness, patience and resolution are essential qualities to look for when electing leaders. Officers must be willing to accept the responsibilities of their position and not lose sight of the group's overall goals and objectives. How an officer does a job can be as important as whether the job gets done at all.

A description of the responsibilities of each position is provided below.

Chairperson -	Presides at all meetings of the council and is an ex-officio member of each standing committee.
Vice-Chairperson -	Presides in the absence of the chairperson or at the request of the chairperson, chairs the Program Committee.
Secretary -	Takes minutes of all council meetings and distributes copies of minutes at each meeting, makes any approved corrections in minutes, takes and reports attendance to chairperson. Notifies all members of meetings, training activities, special events and sends out other materials as requested by the council.
Treasurer -	Maintains financial records and presents financial reports at each meeting that include receipts and expenditures, plus assists with preparing budgets for council activities.
Parliamentarian -	Provides answers to procedural questions from members or the chair and assures that parliamentary procedures are properly followed.

3) Committees

There are two types of committees:

1. Standing Committee which continues from year to year.
2. Special Committee which is appointed or elected to handle specific assignments.

Committees function as a part of the total group and independently. The primary advantage of having committees is that smaller groups are often more mobile and can more realistically satisfy the council's needs.

Committees save time and energy by having specific areas and tasks; therefore, committee objectives should always be clear, attainable, and directly related to the council's overall goals.

d) Development of An Annual Agenda

1) Goals

The goals for the council should relate to the overall educational program of the school. A goal is the long term purpose towards which a council directs its activities in order to meet its needs.

2) Objectives

Objectives are the ways in which goals are reached. Objectives should be the following:

--Realistic
--Measurable
--Interesting
--Diversified

In writing an objective decide the following:

--What will be done?
--Who will do it?
--When will it be done?
--How will it be measured?

3) Timetables

A timetable provides a framework for "clocking" or pacing your objectives. Be realistic when developing a timetable.

Don't require too much in too little time or carry particular objectives so long that they lose importance. Last year's program evaluations can suggest ideas on successful/unsuccessful goals and objectives and the time to accomplish them.

e) Evaluating Effectiveness

Periodically there is a need to stop and evaluate for effectiveness of the council. An organizational framework has been provided that should be easily adaptable to most local school settings. But how well our ideas work can only be assessed by the parent group.

Here are some questions to keep in mind when evaluating the council's effectiveness.

--What is the purpose of the Parent Advisory Council? Who does it serve? What services are offered?
--How well is the council functioning as a unit? Are the meetings regularly scheduled, well-planned, well-attended, and publicized?
--What did we accomplish in our PAC? Were our goals reached on time?
--Is there frequent, meaningful and open dialogue between the council and school officials throughout the year?
--Is the group making the most of community resources? Is the group utilizing all possible public relations methods?
--What are our major strengths and how can this be used to benefit the children?

5. Parents as Advocates, Advisors, and Decision-Makers: Parents can serve a valuable role as members of task forces, advisory committees, and school boards. Ideas for involving parents in this way are listed below.

o Organize a Parent Advisory Committee to give an opportunity for parents to contribute ideas and suggestions concerning their child's education.

o Set up high school parent advisory groups to assist in curricular and instructional changes and to aid in establishing goals and objectives for each department.

o Invite parents to serve on curriculum development and textbook adoption committees.

o Have parents contact colleges with suggestions for potential teachers.

o Provide training for parents, teachers, and principals who serve in leadership roles.

o Listen carefully and respond to parents' concerns and needs.

o Give parents meaningful roles.

SECTION I-E:

MUTUAL COOPERATION BETWEEN SCHOOL AND PARENTS

I-E. Cooperation Between School and Parents:

Every aspect of the school climate should be open, helpful and friendly toward parents. Partnerships should be formed with all families in the school, not only those most easily available. This includes parents who work outside the home, divorced parents without custody, and families of minority race and language. Some examples of this type of cooperation are as follows:

o A school principal ensures that employed parents receive advance warning of special daytime events, are offered times to meet with school teachers outside regular school hours, and works with the parent organization to make sure parents have arrangements for coping with sudden dismissal (such as in severe weather).

o Schools in a community with a sudden swell in its immigrant population hire Spanish and Vietnamese speaking community outreach staff to make home visits, speak at churches and temples about the school and the need to become involved, and listen to the parents' concerns.

o A school district with a large number of children living in divorced households routinely asks noncustodial parents if they wish to be included on the school mailing list, to receive copies of report cards, and to be invited to parent-teacher conferences.

o The high school principal and assistant principals take turns personally inviting those parents whose children are not doing well to informal evening meetings to talk about the school program and the parents' concerns and questions.

1. Cooperation Efforts Between Home and School

a) Lending Library

A home-learning lending library provides materials for parents and children to use at home to reinforce and extend learning and to build skills of parents as teachers. This is an especially worthwhile project in schools where there are families who may not be able to afford to buy their children such materials. The teacher and parents meet together to plan the library, shop for the materials, and develop the borrowing guidelines. The following are items to consider and suggestions for establishing a lending library:

1) Budget

It may be necessary to begin with a limited budget. However, many games and toys are quite inexpensive. For example, for $150-200 approximately 30 to 50 educational games and toys could be purchased. Fund raising activities may be needed in order to obtain enough money to get started. Parents can be asked to donate educational games and books that their children have outgrown. Book and cassette tapes with recorders are excellent materials to include but these will add considerably to the cost of the library.

2) Selection of Materials

Examples of questions which might be useful in developing criteria are as follows: What age and grade levels will be included? What type of materials should be purchased? What skills should be reinforced? Are the materials based on sound educational principals?

3) Purchasing the Materials

There may be a supplier of educational materials in your area. If not, try the local department and toy stores; don't overlook the large discount stores. Most discount stores carry educational games and they may also be willing to give a discount to a school purchasing materials in quantity. By checking the selections and prices at a number of stores, purchases can be made at stores offering the lowest prices.

4) Setting Up the Library

The library can be housed in the media center, a separate room, or in a corner or closet. If it is housed in the classroom, checkout hours may need to be limited to before and after school to provide an opportunity for the teacher to explain and discuss the materials with the parent.

5) Checkout System and Borrowing Guidelines

The materials can be treated in the same way as library books. Each item can be catalogued and provided with a pocket and checkout card. To borrow an item, the parent simply signs the card.

Suggested borrowing guidelines:

--Items may be borrowed for two weeks.
--Items may be renewed after they have been made available to others for two weeks.
--In order to preserve the materials, boxes or plastic bags should be provided for carrying items to and from school.
--Helpful hints will be given to parents on how to use borrowed items.

6) Dissemination

To encourage maximum use of the library, a complete list of items should be made available to the parents. The availability of the materials should be publicized through parent meetings, open house night, newsletters, bulletin boards, and the local newspaper.

b) Family Room

Sometimes referred to as the "Parent Room," the family room is just what the name implies--a special room within the school which is set aside for the use of parents.

The family room is a place where parents can drop in and feel comfortable. There is always someone to talk to and a fresh cup of coffee. Here parents may visit, learn new skills, and receive information. The room contains many materials of interest to parents; and periodically, useful and interesting classes on a variety of topics are held. An idea center for home activities, materials and guidance are provided for teaching children at home. All of the activities are planned to help parents feel more comfortable in the school and to learn to help their children do well as students and members of the family.

c) Parent Meetings

1) Approaches for Parent Meetings

Different times and formats for parent meetings attract different types of parents. For example, have parents come at 11:00 a.m. and stay for school lunch with their children. Suggestions for varying formats and approaches are listed below.

2) Times

Poll parents to find convenient meeting times. A breakfast meeting or a "coffee klatch" might draw a large number of parents. It will probably be necessary to rotate parent meetings and activities so that some sessions occur in the evenings as well as during the day, Mondays as well as Wednesdays, etc.

3) Essentials

There are some essentials which should not be overlooked in planning meetings. Light refreshments such as drinks, remember that everyone does not drink coffee, and donuts are a must. Babysitting services should be provided and transportation arranged if needed. Parents are giving their time to come to the meeting and these small items will convey a feeling of welcome. Reminders should be sent, or phone calls made prior to each meeting for good attendance.

4) Agendas

In addition to the business part of a Parent Meeting, interesting activities should be planned. Invite a speaker, show a film, or plan a demonstration. In order to provide meetings which meet the needs and interests of parents, use a questionnaire which is either sent home or distributed at the first meeting. The results of the questionnaire could be used to organize, schedule, and develop agendas for the meetings. Some parents are very interested in setting up sub-committees to work on areas of special interest.

5) Programs for Parent Meetings

A partial listing of topics which usually are of interest to parents is included in this section. These are topics which can be presented by the teacher and other school personnel, such as counselors, nurses, librarians, school psychologists and principals. All these topics need not be presented by the school personnel; for example, with a topic such as story telling, a local storyteller might be invited to present a program. Programs for parent meetings can be developed by utilizing professionals who are often pleased to speak to a group of interested parents from the community. Parents should participate in selecting topics through informal discussions, "agenda setting" for the next meeting, or by completing a questionnaire.

6) Topics/Suggestions:

--Reading Activities for the Home
--The Role of the Parent in the Teaching-Learning Process
--How Can I help my Child with his Homework?
--Using Games for Home Reinforcement
--Child Growth and Development
--Career Education
--The Role of Volunteers and How They can Help
--Language Development
--Functional Reading
--Improved Home-School Communication
--How to Encourage a Child (or Teenager) to Read
--How to Help a Child Adjust to Changes or Emotional Stress
--Punishment and Discipline--Are They the Same?
--Do Children Want and Need Rules?
--How to Have A Successful Parent-Teacher Conference
--What Children Learn in Kindergarten
--How to Turn Your Home into a Learning Center
--The School Health Program

- --Nutrition Education
- --Helping Children Develop Positive Self-Concepts
- --Children and Television
- --Storytelling
- --Puppetry
- --Uses of the Newspaper
- --Reading Aloud to Children
- --Creative Learning Activities for Rainy Days

d) Activities Planned for the Entire Family

Children are so enthusiastic about these types of activities they will get their parents involved and that is a key to having good parent participation. When children are involved in helping with the meeting, demonstrating classroom activities, demonstrating a puppet show or making refreshments, parents will want to come.

Door prizes add a special motivational touch to any parent meeting. Local merchants, such as book stores, will frequently donate prizes. Do not overlook such contributions as a free beauty appointment for mom.

Listed in this section are examples of successful meetings that combine the spirit of camaraderie with an educational activity; this helps strengthen the partnership between home and school.

1) Open House

An activity to acquaint parents with the classroom could have a Harvest Festival theme. As parents and children arrive, the students show their parents their room and share materials, games and equipment they use during class time. After all of the parents have had time to look at their children's activities, the students are allowed to go into a separate room to watch a film. Parents and teachers then spend time discussing the class program as the teachers explain materials and parents ask questions about activities. A survey sheet can be used to allow parents an opportunity to state their preferences for other evening functions. The result of this survey can help determine the year's activities. The evening ends with cookies and punch as parents and children share in informal fellowship.

2) Halloween Breakfast

Halloween is an important holiday for children. A Halloween Breakfast can serve as a fun way to start this exciting day and a successful way to involve parents.

Invitations in the shapes of jack-o-lanterns, witches and ghosts can be written by the children. A bewitching vocabulary can be developed as parents are invited to swoop into the cafeteria to gobble up a menu of bubbling apple cider, sizzling crisp bacon, ghostly toast and harvest moon scrambled eggs. Parents can be involved in the preparation of the food, with students acting as host/hostess and servers.

A puppet packet can be given to each parent at the end of the meal. The materials for a simple hand puppet of Georgina Ghost or Wanda Witch are included. (see Appendix) The parent and child work together to stitch the puppet and decorate it appropriately. The week before the breakfast in the classroom students are involved in writing a play for the puppet they will make. When parent and child are ready to go home, they have with them all the necessary items to produce a play at home.

3) Parent Luncheon

A luncheon setting provides a congenial atmosphere for parent involvement. The parent(s) are invited to have lunch in the classroom with their child.

Luncheons are more effective if only a small number of parents are invited at one time. One method of determining guests to be invited is to have the luncheons by grade level. Employers are often willing to extend an employee's lunch hour to attend a school function of this type.

4) Taco Dinner

A taco dinner is the setting for a Family Fiesta Night. Invitations are made by the students in the shape of taco shells with information about the evening written inside. A menu of tacos (shells, meat, lettuce, tomatoes, onion and cheese), refried beans and salad is served. Parents assist in preparing the meal. Students decorate the dining area with posters about Mexican culture and centerpieces are colorful crepe paper flowers. In planning the Fiesta Night, discussions with the students should be held. Students then write stories about our neighboring country, which they can read to the parents on the night of the dinner.

The culminating event of the evening is the breaking of a pinata. This can be made by the students' covering a large balloon with strips of newspaper dipped in wallpaper paste then covering with tissue paper. When the pinata is broken, all can share in the treats that have been placed inside.

5) Parents Game Night

Illustrate how games can be used for teaching at school and in the home by holding a game night for parent. There are a number of ways of organizing a game night which are described below.

a) Arrange the room with "game tables." Parents are given a card with four numbers on it when they arrive. They match their numbers with tables having the same numbers. Ten or fifteen minutes per game is allowed so parents can visit at least four tables. By playing thinking games, parents learn the ways these activities are used in the classroom to teach skills and concepts. Parents learn how to play the games; teachers can indicate the ways games can be used at home. If desired, those who win can be awarded points and prizes.

b) Have parents sit randomly at tables. At a signal, they switch to another table until they have played the games at three or four tables.

c) Set up three to five games at each table. Parents remain at the same table. Each table could have games of a certain level, type, or which teach the same skill, with parents choosing the type games they wish to play.

The evening could conclude with one or several of the following:

(1) Parents can borrow any of the games to take home.

(2) Parents can be given a choice of one game to take home to give to their child. This should be the inexpensive, home-made type of game.

(3) Parents can be provided with a list of inexpensive educational games which can be played at home.

6) Christmas Craft Party

The Christmas season is an exciting time to hold a craft-making party for parents and children. Eight or nine craft booths are set up to make various Christmas ornaments. These booths are planned by and run by parents and/or teachers and aides.

Families may go to as many as three booths to make ornaments. Suggestions for inexpensive ornaments might include felt angels, decorated gingerbread men, walnut shell strawberries, marshmallow snowmen and popcorn or cranberry chains. Coffee, punch and cookies can be served as refreshments. An old-fashioned carol singing time is always a fun way to end the evening.

7) Potluck and Plays or Inexpensive Dinner Theater

An evening of sharing will be in store for all when a potluck dinner is planned. A list of food categories should be sent home several days in advance allowing parents to choose the type they will bring. Categories might include salads, entrees, vegetables, bread, and desserts. When it has been determined how many people will be attending, parents should be informed as to the number of people their dish should serve. It is always a nice idea for parents to have the recipes available as potluck dinners always prove to be a sharing time for those who enjoy cooking.

Parents enjoy watching their children perform and nearly all children are thrilled to be a star. A play or several plays for varying grade levels is a fun way to involve many children in an after-dinner performance. Plays serve as an excellent reading experience and help students learn the oral reading skills of inflection and intonation. It also serves as a method of teaching cooperation. Many plays are available which provide for various levels and require simple costumes and settings.

8) Picnic and Balloon Lift

A picnic and balloon lift is a good activity for spring. The students release helium-filled balloons, containing names of books read over an 8-week period. The balloons have tags that contain a short explanation of the activity, the child's name and address, and a message to write back if the balloon is found. A parent committee plans the picnic and activities, which include blowing up the balloons, planning games, setting up game stations and providing prizes for children who read the most books. After the games are played on a group rotation basis, everyone assembles next to the balloons, prizes are given, and as a grand finale, the balloons are let loose. The best part occurs later when the students receive replies from people who found the balloons.

Resources for Children's Plays

Bill Martin Instant Readers
by Bill Martin, Jr.
Holt, Rinehart & Winston, Inc., New York, 1970.

Children's Plays from Favorite Stories
edited Sylvia E. Kamerman
Plays, Inc., Boston, 1978.

Easy Plays for Boys and Girls
Helen Louise Miller
Plays, Inc., Boston, 1976.

Thirty Plays for Classroom Reading
Donald Durrell and Alice Crossley
Plays, Inc., Boston, 1968.

RESOURCE MATERIALS:

HOME-SCHOOL RELATIONS ASSESSMENT

HOME-SCHOOL RELATIONS ASSESSMENT

DIRECTIONS: Use the following questions to assess your parent involvement program.

1. Does your school have an organized parent involvement plan?

2. Does your program have a fairly equal distribution of involvement opportunities across the major categories?

3. Does your program have a fairly equal distribution of passive as well as active opportunities within each role/category?

4. Are parents from each of the major representational groups of your school population involved in your parent involvement program?

5. Is there continuity across grade levels of parent involvement and not just involvement by parents in certain grades?

6. Is training provided parents for any skills/knowledge they need in order to be successful in the different roles?

7. Is there adequate training and support for teachers?

8. Does the school provide multiple opportunities for two-way communication?

SELECTED RESOURCES AND REFERENCES FOR PARENT INVOLVEMENT

Current research reveals that parental involvement is important to the child's education from birth through high school. The Southwest Educational Development Laboratory (SEDL) in their seven years of research and information-gathering related to perspectives about parent involvement, parent-involvement programs, and parent involvement networks, has identified certain strategies and/or practices as things that can contribute to successful parent involvement. The strategies/practices suggested by SEDL's research are given on pages 134 and 135 for your consideration.

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Parental Involvement
"What Appears To Work"

1. Written policies at the district/building levels are in place to establish parent involvement's legitimacy and a framework for development as well as implementation.

2. Formal declarations are made by local district officials regarding the need and importance of parent involvement.

3. A working definition for parent involvement is derived from a consensus of parents and educators.

4. Parents are viewed and valued as partners in the education of children.

5. Parent knowledge, skill, interest, time available and experience levels are the basis of parent involvement efforts.

6. Major roles are specified through which parents can become involved.

7. Parent involvement training is provided for parents and educators.

8. A wide range of involvement opportunities are developed and made available from which parents can select.

9. Parents participate in "traditional" (supportive) ways as well as "non-traditional" (governance) ways.

10. Teachers/principals have guidelines for involving parents in children's education at school and at home.

11. Parents are informed about children's learning success as well as those areas needing improvement.

12. Parents are given ideas about how to become more involved in children's learning.

13. Parents are asked about how they would like to become involved in schools, classrooms, etc.

14. Informal opportunities are made available for parents, teachers, and principals to share or interact about children as well as school.

15. Opportunities are available for parents and teachers to take part in staff development/inservice education activities together.

16. Parents are made to feel more welcome and more like "co-owners" of schools.

17. Parent involvement opportunties are made available which extend beyond the classroom or school building.

18. Parent involvement activities are developed around parent interests, skills, experiences, and time available.

19. Information is given to and gotten from parent involvement efforts in other schools, districts, etc.

20. Parent involvement training is provided for prospective teachers and administrators.

21. Parents and educators are kept informed about new/emerging parent involvement issues and trends.

22. Parent involvement efforts are coordinated and conducted in collaboration with other community or neighborhood school participation.

23. Written documentation is kept regarding the development, implementation, and assessment of parent involvement efforts.

24. Regular communication is maintained between home and school regarding children and related or revelant school matters.

25. Parents are given experiences in leadership and team roles as they work in partnership with educators.

26. Children are helped to understand and appreciate the role of their parents as partners in education.

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